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## Unit Plan: The Desegregation of Portland Public Schools

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# Unit Plan: The Desegregation of Portland Public Schools

Authors: Sadie Adams and Dia Nelson  
A 3-4 week lesson plan for 8-10<sup>th</sup> grade students

Target Grade Level: 8-10

Target Courses: U.S. History, Oregon History, Civil Rights History

Approximate Time Needed: Approximately 3-4 weeks for entire unit

Unit Essential Questions:

- How did the *Brown v. Board of Education* decision impact desegregation in Portland schools?
- To what extent has the effort for desegregation in Portland Public Schools (PPS) been successful?

## Unit Overview

The greatest turning point in United States history was when the *Brown vs. Board of Education* decision outlawed the policy of “separate but equal.” It paved the way for equal rights to become a reality across the nation. This unit starts with the national context educating students on segregation before the *Brown* decision. As students move through the lessons they build background knowledge on the impact of *Brown* from a national context down to a more local context by focusing on the desegregation in Portland Public Schools in Portland, Oregon. Students will develop reading, writing, and critical thinking skills through a variety of activities.

This unit can be taught chronologically or thematically in relation to a Civil Rights unit. This unit can be placed in a unit/class with the broader theme of national and local equal rights. It is the teacher’s discretion whether students should have explicit instruction on the Civil Rights Act of 1964 and the Voting Rights Act of 1965 prior to teaching this unit.

## Teaching Guide:

This unit is designed for 3-4 weeks of instruction and can be taught chronologically or thematically in relation to a Civil Rights unit. This unit can be placed in a unit/class with the broader theme of national and local equal rights. It is the teacher’s discretion whether students should have explicit instruction on the Civil Rights Act of 1964 and the Voting Rights Act of 1965 prior to teaching this unit.

### Student Prerequisite Knowledge:

Students should have general knowledge of the following:

- Dred Scott decision  
[http://www.oyez.org/cases/1851-1900/1856/1856\\_0/](http://www.oyez.org/cases/1851-1900/1856/1856_0/)
- Emancipation Proclamation  
[http://www.archives.gov/exhibits/featured\\_documents/emancipation\\_proclamation/](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/)
- Slavery  
<http://www.history.com/topics/black-history/slavery>
- 13th, 14th, 15th Amendments  
<http://www.pbs.org/tpt/slavery-by-another-name/themes/reconstruction-amendments/>  
[http://www.archives.gov/exhibits/charters/constitution\\_amendments\\_11-27.html](http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html)
- *Plessy v. Ferguson*-”Separate but Equal”  
[http://www.oyez.org/cases/1851-1900/1895/1895\\_210](http://www.oyez.org/cases/1851-1900/1895/1895_210)
- Civil Rights Act 1964  
<http://www.ourdocuments.gov/doc.php?flash=true&doc=97&page=transcript>
- Voting Rights Act 1965  
<http://www.ourdocuments.gov/doc.php?flash=true&doc=97&page=transcript>

### Curriculum Standards:

Oregon Common Core State Standards for English Language Arts – Grade 9-10

Reading Standards for Literacy in History/Social Studies

Reading Informational Text:

- 9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- 9-10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

*Writing Standards for Literacy in History/Social Studies*

Writing:

9-10.WHST.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

#### Unit Assessment:

Students will write an argumentative essay using information learned throughout this unit and primary and secondary sources from the DBQ to write a summative essay answering the unit questions.

#### **Lesson 1 - Desegregation in the National Context: Separate but Equal**

This lesson introduces students, on a national level, to the historical background of the concept “separate but equal” as a means to justify segregation in public schools. Students will gain background knowledge on the landmark “Brown vs. the Board of Education Case” and become acquainted with the legal terms frequently used in such cases. In order to establish the importance of this Supreme Court decision, the students will also analyze and debate how the concept “separate but equal” might play out in real life situations and decide for themselves if the term has any merit. At the end of the lesson, students will have established whether they believe separate can ever really be equal.

-Lesson designed for two 50-minute classes or one 90-minute block.

#### **Handouts:**

Desegregation Legal Vocabulary Activity

#### **Lesson 2 - Brown v. Board of Education (1954) and Swann v. Charlotte-Mecklenburg Board of Education (1971)**

Though *Brown vs. the Board of Education* was a landmark decision, desegregation didn’t happen overnight. The road to desegregation has been long and difficult, and some might argue that segregation is still rampant in our public education system. This lesson examines the legacy of *Brown vs. the Board of Education* and examines another, much later case, *Swann vs. Charlotte-Mecklenburg Board of Education*, and asks students to look at how these cases might have

affected school in Portland. Students will also be asked to reflect on their own schools and discuss whether or not some forms of segregation are still in place today.

-This lesson is designed for three 50-minute class sessions or 150 minutes total.

**Handouts:**

- Brown vs. Board Reading (printer friendly version)  
<http://www.tolerance.org/toolkit/brown-v-board-general-discussion-questions>
- Brown vs. Board Discussion Questions: (<http://www.tolerance.org/toolkit/brown-v-board-general-discussion-questions>)
- Swann vs. Mecklenburg Document 5 Worksheet

### Lesson 3 - Desegregation Bridges National to Local Context

In the previous two lessons, students gained a background about school segregation in the United States, and have learned about two important Supreme Court cases that were part of the desegregation movement. They have been asked to critically analyze continued instances of segregation they might see in schools today. In lesson 3, students will analyze the racial demographics of Portland and Oregon as a whole and identify connections between Brown vs. the Board decision and desegregation in Portland.

To do this, students will look at assess primary documents with census data as well as a variety of sources written by local organizations such as the Urban League and the Coalition of Communities of Color. Students will be asked to rate how successful PPS has been at desegregation. The culmination of the lesson is a web quest in which students will explore online resources that which help them gain a wider view of desegregation in Oregon and nationwide.

This lesson is designed for four 50-minute class periods.

**Handouts:**

- Desegregation in Portland, Oregon Web Quest
- Analysis Questions

### Lesson 4 - Desegregation in Portland Public Schools

In this culminating unit, students will go deeper in their analysis of the desegregation movement in Portland Public Schools through the study of primary documents, role playing activities, and group discussion. The lesson leads towards the final, summative assignment of the unit, an essay based on the DBQ Guiding Question: How did the Brown vs. the Board of Education decision impact desegregation in Portland Public Schools? To what extent has the effort for desegregation in Portland Public Schools been successful?

This lesson is designed for four 50-minute class periods.

**Handouts:**

- Handouts Lesson 4 Day 1
- SOAPS+Claim Worksheet
- Handouts Lesson 4 Day 2

- DBQ Essay Assignment
- DBQ Essay Rubric

## Unit Resources:

### Articles:

- Cornell University Law School. (1971) *Swann v. Charlotte-Mecklenburg Board of Education*. Retrieved June 19, 2014, from <http://www.law.cornell.edu/supremecourt/text/402/1>
- Dunca, N. (2014, May 17). Brown v Board of Education 60th anniversary: What's the state of racial integration at Portland Public Schools? *The Oregonian*. Retrieved June 19, 2014, from, [http://www.oregonlive.com/portland/index.ssf/2014/05/brown\\_v\\_board\\_of\\_education\\_60\\_t.html](http://www.oregonlive.com/portland/index.ssf/2014/05/brown_v_board_of_education_60_t.html)
- Johnson, E., & Williams, F. (2010). Desegregation and Multiculturalism in the Portland Public Schools. *Oregon Historical Quarterly*, 111, 1, 6-37.
- North Carolina History Project. (n.d.). *Swann v. Charlotte-Mecklenburg Board of Education*. Retrieved June 19, 2014, from <http://www.northcarolinahistory.org/encyclopedia/296/entry/>
- Rawley, S. (2008, July 1). The Continuing History of Racism in Portland Public Schools. *PPS Equity*. Retrieved June 20, 2014, from <http://ppsequity.org/2008/07/01/the-new-look-of-pps-equity/>
- Rector, E. (2010). Looking Back In Order to Move Forward: An Often Untold History Affecting Oregon's Past, Present and Future, Timeline of Oregon and U.S. Racial, Immigration and Education History. *Coaching for Educational Equity*. Retrieved June 18, 2014, from <https://www.portlandoregon.gov/bps/article/412697>
- Schmidt, B. (2012, June 5). Failure to support Fair Housing Act leads to subsidized segregation: Locked Out, Part 1. *The Oregonian*. Retrieved June 20, 2014, from [http://www.oregonlive.com/portland/index.ssf/2012/06/subsidizing\\_segregation\\_locked.html](http://www.oregonlive.com/portland/index.ssf/2012/06/subsidizing_segregation_locked.html)
- Willoughby, B. BROWN V. BOARD: An American Legacy. *Teaching Tolerance*, 25. Retrieved, from <http://www.tolerance.org/magazine/number-25-spring-2004/departments/brown-v-board-american-legacy>

#### Books:

- Gordly, A. L., & Schechter, P. A. (2011). *Remembering the power of words: The life of an Oregon activist, legislator, and community leader*. Corvallis, OR: Oregon State University Press.
- Johnson, O. A., & Stanford, K. L. (2002). *Black political organizations in the post-civil rights era*. New Brunswick, N.J: Rutgers University Press.
- Portland Bureau of Planning History Books. (1993). *The Integration of Portland Public Schools. The History of Portland's African American Community (1805 to the Present)*. Portland: Portland Bureau of Planning.
- Taylor, Q. (1998). *In search of the racial frontier: African Americans in the American West, 1528-1990*. New York: Norton.

#### Collections:

- Verdell Burdine and Otto G. Rutherford Family Collection, 1900s-1980s. Special Collections, Portland State University Library

#### Reports:

- Coalition of Communities of Color. (2010). *The African American Community in Multnomah County: An Unsettling Report*. Portland, OR: Portland State University, from <http://archives.pdx.edu/ds/psu/11503>
- Portland Oregon's Albina Neighborhood (1940-1960). (2009, July 1). *The Community Geography Institute of Portland Metropolitan Studies*, Portland State University. Retrieved June 19, 2014, from [http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/School\\_Integrate.html#Sub6](http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/School_Integrate.html#Sub6)
- Portland Public Schools. (2011). *PPS Racial Educational Equity Policy*. Portland, OR: Portland Public Schools. Retrieved June 20, 2014, from <http://www.pps.k12.or.us/equity-initiative/8128.htm>
- United States Commission on Civil Rights. & Jones-Booker, R. (1977). *School desegregation in Portland, Oregon: A staff report of the U.S. Commission on Civil Rights*. Washington: The Commission.
- Urban League of Portland. (2009). *The State of Black Oregon*. Portland, OR.

#### Videos:

- Quijano, E. (2014). *Separate and unequal: Segregation making comeback in U.S. Schools USA*: CBS News. Retrieved June 19, 2014, from <http://www.cbsnews.com/news/60-years-after-brown-v-board-of-education-a-school-fights-for-diversity/>



Websites:

- Street Law, Inc. and The Supreme Court Historical Society:
  - [http://www.streetlaw.org/en/Page/500/Does\\_Treating\\_People\\_Equally\\_Mean\\_Treating\\_Them\\_the\\_Same](http://www.streetlaw.org/en/Page/500/Does_Treating_People_Equally_Mean_Treating_Them_the_Same)
  - [http://www.streetlaw.org/en/Page/496/Important\\_Vocabulary](http://www.streetlaw.org/en/Page/496/Important_Vocabulary)
  - [http://www.streetlaw.org/en/Page/497/Important\\_Vocabulary](http://www.streetlaw.org/en/Page/497/Important_Vocabulary)
- United States Courts, History of Brown v. Board of Education (includes information on additional landmark Supreme Court Cases concerning Separate but Equal)  
<http://www.uscourts.gov/educational-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx>
- Britannica Encyclopedia online:  
<http://www.britannica.com/EBchecked/topic/973269/Swann-v-Charlotte-Mecklenburg-Board-of-Education>
- Social Studies for Kids:  
<http://www.socialstudiesforkids.com/articles/ushistory/brownvboard.htm>
- Street Law, Inc. and The Supreme Court Historical Society:
  - [http://www.streetlaw.org/en/Page/492/Background\\_Summary\\_Questions](http://www.streetlaw.org/en/Page/492/Background_Summary_Questions)  
(Level 1)
  - [http://www.streetlaw.org/en/Page/491/Background\\_Summary\\_Questions](http://www.streetlaw.org/en/Page/491/Background_Summary_Questions)  
(Level 2)
  - [http://www.streetlaw.org/en/Page/509/Political\\_Cartoon\\_Analysis](http://www.streetlaw.org/en/Page/509/Political_Cartoon_Analysis)
- Teaching Tolerance: <http://www.tolerance.org/toolkit/brown-v-board-general-discussion-questions>
- United States Courts, History of Brown v. Board of Education (includes information on additional landmark Supreme Court Cases concerning Separate but Equal)  
<http://www.uscourts.gov/educational-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx>

## Lesson Plan 1:

### Desegregation in the National Context: Separate but Equal

*Goal:* To provide historical background to the concept of “separate but equal” at the national level.

*Objectives:*

- Students will be able to recognize the inequities of the concept of “separate but equal,” especially as it relates to educational facilities.
- Students will apply and use specific vocabulary relating to both segregation and desegregation.

*Common Core Standards:*

9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

*Time Needed:* Approximately two 50 minute class periods or one 90 minute block

*Materials Needed:*

- Computer with access to the internet
- Projector
- Document camera
- PBS Video for Introduction
- Video Discussion Questions
- Vocabulary Activity
- *Does Treating People Equally Mean Treating Them the Same?*
- PowerPoint, “*Public School Segregation Before Brown.*”
  - The file they included is not a link to a PowerPoint. Here is a relatively good power point found online. <http://www.wtamu.edu/~hreyes/documents/Brownsboardofeducation.ppt>
- Notecards

### **Instruction**

*Procedures (Day 1)*

1. Inform students that they will be learning about landmark Supreme Court cases, *Brown v. Board of Education* (1954) and *Swann v. Charlotte-Mecklenburg Board of Education* (1971), so that they will be better able to understand the impact that desegregation had on the country.
2. Show them the PBS video clip as a brief introduction and overview to what they will be learning about throughout the unit. As a class, have students respond to the following discussion questions. (20 minutes for video and class discussion)

<https://www.youtube.com/watch?v=TTGHLdr-iaK>

Video discussion questions:

- Why do you think the fact that the *Brown v. Board of Education* (1954) decision was so significant?
  - What historic Supreme Court decision did *Brown* overturn? Why was this important?
3. Students should complete the **vocabulary activity** as context and preparation for the readings the following day. First, in teams, students will write definitions for each vocabulary word. Allow 20 minutes for the team portion of the work. Each student should write the definitions on their own worksheet. When complete, students will work individually to write their *own sentences* using the vocabulary word. See worksheet for further clarification. If students do not complete all of their sentences, they should finish them as homework. **It is essential that they complete the definitions as a team.** (20 minutes for teamwork) (See Materials/Handouts for Vocabulary Activity)

*Procedures (Day 2):*

4. Complete the activity: *Does Treating People Equally Mean Treating Them the Same?*, from [http://www.streetlaw.org/en/Page/500/Does\\_Treating\\_People\\_Equally\\_Mean\\_Treating\\_Them\\_the\\_Same](http://www.streetlaw.org/en/Page/500/Does_Treating_People_Equally_Mean_Treating_Them_the_Same)
- Teacher should divide class into teams, if not done already.
  - Assign each team one of the four situations from the activity to discuss. It is acceptable for more than one team to have a specific situation. (see note in extensions/modifications section of lesson plan)
  - Have student's first work in teams to discuss their assigned situation. Teacher should circulate as students are working through their discussions. (10 minutes)
  - As a class, debrief team discussions of each situation for deeper insight/meaning. (15-20 minutes)
5. Show examples of segregation in education BEFORE the *Brown* decision. NEED LINK! (15 minutes)
- Guiding questions for discussion:
- What do you notice about the school facilities in the picture?
  - What do you notice about the students in the picture?
  - Describe some of the differences in the physical attributes of the facilities. How are they different?
  - Based on these images, how would you describe "separate but equal" in regard to educational facilities?
6. Exit Slip: On a notecard, based on the visuals you've seen today, in 4-6 sentences, explain your feelings about the term "separate but equal" in regard to educational facilities. If different races have separate facilities, how can it be assured that students are receiving the same quality of education?
- a. Teachers should read exit slips to inform teaching for the next lesson. In their responses, students should indicate the differences in educational facilities and should be hinting at the fact that because it was so unequal, something needed to be done. Higher level students may write that this type of change could necessitate legal action.

## Assessment of Student Learning:

Formative: Vocabulary Activity (Day 1)

Informal: Exit Slip (Day 2)

## Extensions/Modifications:

- IEP, ELL, and struggling readers should use the Modified Vocabulary Activity, which provides them with the necessary definitions. They can then put the definitions into their own words or complete a drawing to represent the definition.
- For Day Two activity, *Does Treating People Equally Mean Treating Them the Same?* from [http://www.streetlaw.org/en/Page/500/Does\\_Treating\\_People\\_Equally\\_Mean\\_Treating\\_Them\\_the\\_Same](http://www.streetlaw.org/en/Page/500/Does_Treating_People_Equally_Mean_Treating_Them_the_Same), teachers can do a brainstorm with the class to come up with additional situations for discussion. Teachers could also assign TAG students to create situations BEFORE this activity is completed with the entire class, if more situations are necessary for the number of teams in the class. TAG students should receive extra credit if the teacher requires them to create additional situations.
- Instead of going through the PowerPoint, teachers can print out the images and do a Gallery Walk with a silent conversation below each image, then have a conversation surrounding student responses to the images.

## Supplementary Materials/Handouts:

*Day One:*

- YouTube video for Introduction: <https://www.youtube.com/watch?v=TTGHLdr-iaK>
- Video discussion questions:
  - Why do you think the fact that the Brown v. Board of Education (1954) decision was so significant?
  - What historic Supreme Court decision did Brown overturn? Why was this important?
- Vocabulary Activity on following pages. (Modified from activity from [http://www.streetlaw.org/en/Page/496/Important\\_Vocabulary](http://www.streetlaw.org/en/Page/496/Important_Vocabulary) and [http://www.streetlaw.org/en/Page/497/Important\\_Vocabulary](http://www.streetlaw.org/en/Page/497/Important_Vocabulary))

*Day Two:*

- *Does Treating People Equally Mean Treating Them the Same?* from [http://www.streetlaw.org/en/Page/500/Does\\_Treating\\_People\\_Equally\\_Mean\\_Treating\\_Them\\_the\\_Same](http://www.streetlaw.org/en/Page/500/Does_Treating_People_Equally_Mean_Treating_Them_the_Same). This links directly to the situations for discussion.
- PowerPoint, “*Public School Segregation Before Brown.*” (see note above regarding PowerPoint presentation)
  - Guiding questions for discussion:
    - What do you notice about the school facilities in the picture?

- What do you notice about the students in the picture?
- Describe some of the differences in the physical attributes of the facilities. How are they different?
- Based on these images, how would you describe “separate but equal” in regard to educational facilities?

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

**Desegregation Legal Vocabulary Activity**

**Instructions:**

1. *In teams*, work together to *define the following terms*. You may use a dictionary, your history text, or your background knowledge to create student language definitions. Definitions *should not* be directly from any text, but *in your own words*.
2. *On your own*, use the definitions you have for each term to write a sentence that uses the word correctly.

- **to segregate (segregation)**

Define: \_\_\_\_\_

Use in a sentence:

\_\_\_\_\_  
\_\_\_\_\_

- **de facto segregation**

Define:

\_\_\_\_\_

Use in a sentence:

\_\_\_\_\_  
\_\_\_\_\_

- **de jure segregation**

Define: \_\_\_\_\_

Use in a sentence:

\_\_\_\_\_  
\_\_\_\_\_

- **facility (facilities)**

Define: \_\_\_\_\_

Use in a sentence:

\_\_\_\_\_  
\_\_\_\_\_

- **precedent**

Define: \_\_\_\_\_

Use in a sentence:

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- **legal (illegal)**

Define: \_\_\_\_\_

Use in a sentence:

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- **to sue (sued)**

Define: \_\_\_\_\_

Use in a sentence:

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- **district court**

Define: \_\_\_\_\_

Use in a sentence:

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- **to appeal (appealed)**

Define: \_\_\_\_\_

Use in a sentence:

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## Modified Vocabulary Activity

As you read the background summary of the *Brown* case, look for the important vocabulary words that are *italicized*. When you come to one of those terms, look at this page for its definition. Then, check to see if you understand the definition by either sketching a picture of what you think it means, or by putting it in your own words. Feel free to add terms from the reading that you would like to practice.

- **to segregate (segregation)**  
Definition: *To separate people of different races, classes, or ethnic groups, as in schools, housing, and public or commercial facilities, especially as a form of discrimination*  
Express this term in your own words or in a drawing:
- **de facto segregation**  
Definition: *To practice segregation (especially in schools), even when it is not required by law.*  
Express this term in your own words or in a drawing:
- **de jure segregation**  
Definition: *Segregation that is required by law.*  
Express this term in your own words or in a drawing:
- **facility (facilities)**  
Definition: *A building or place that provides a particular service or is used for a particular industry*  
How would you express this in your own words or in a drawing?  
Express this term in your own words or in a drawing:
- **precedent**  
Definition: *a court decision on a legal question that guides future cases with similar questions*  
Express this term in your own words or in a drawing:
- **legal (illegal)**  
Definition: *Permitted by law*  
Express this term in your own words or in a drawing:
- **to sue (sued)**  
Definition: *To seek a remedy for a grievance or complaint in court*  
Express this term in your own words or in a drawing:
- **district court**  
Definition: *A U.S. federal trial level court that serves a judicial district*  
Express this term in your own words or in a drawing
- **to appeal (appealed)**  
Definition: *To formally request that a lower court decision be examined and reconsidered by a higher court*  
Express this term in your own words or in a drawing



## Lesson Plan 2:

### Desegregation in the National Context: *Brown v. Board of Education* (1954) and *Swann v. Charlotte-Mecklenburg Board of Education* (1971)

*Purpose/Rationale:* To introduce landmark Supreme Court cases to students in order to provide background knowledge for the unit.

*Goal:* Students will be able to comprehend why *Brown v. Board of Education* was a pivotal Civil Rights Supreme Court decision.

#### *Objectives:*

- Students will explain how the Supreme Court case *Swann v. Charlotte-Mecklenburg Board of Education* relates to *Brown v Board of Education* and Portland.
- Students will apply and use specific vocabulary relating to both segregation and desegregation.

#### *Common Core Standards:*

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

Time Needed: Approximately three 50 minute class periods (150 minutes)

#### Materials Needed:

- Computer with access to the internet
- Projector
- Document camera
- Article from Teaching Tolerance, "BROWN V. BOARD: An American Legacy."
- *Brown v. Board of Education* Political Cartoons
- *Swann v. Charlotte-Mecklenburg Board of Education* (1971) document from the DBQ

#### **Instruction:**

##### *Procedures (Day 1):*

- As a class, read the article, "BROWN V. BOARD: An American Legacy," from <http://www.tolerance.org/magazine/number-25-spring-2004/departments/brown-v-board-american-legacy>
  - While reading, teacher should model close reading skills for students: highlighting and margin notes. It is most helpful for teachers to put the article under the document camera so that students can follow the teacher's example for highlighting and margin notes.
  - Students should be practicing close reading skills while reading the article along with the class.

- Teacher should stop to discuss important points with students during reading. Students should be questioning information that applies to the “separate but equal” doctrine that they have been studying over the last few days. Teacher should highlight this type of information as the stopping points for discussion, really focusing in on the legislation that legally ended the “separate but equal” doctrine, but also focusing in on how the decision was implemented throughout the country. Another way to approach the stopping points for discussion would be to stop and discuss the information after each section of the reading, pulling out the most important points. (35-40 minutes)
- If class is unable to complete the entire article, students should finish the article as homework. Students should complete the reading and use the close reading skills modeled by the teacher in their individual work.

*Procedures (Day 2):*

- Debrief article. Follow up with discussion questions that apply to article, from Teaching Tolerance: <http://www.tolerance.org/toolkit/brown-v-board-general-discussion-questions>.
- If unfamiliar with facilitating academic discussions, here is a helpful resource that gives you several options for approaching discussions in a social studies classroom: <http://www.socialstudies.org/system/files/publications/se/6502/650206.html>
- Also keep these following tips in mind:
  - It is helpful when having a conversation surrounding issues that can incite strong emotional responses that you set the tone for the room. Lay some ground rules for students for engaging in this important discussion. Examples: maintain confidentiality-conversation does not leave the room; be respectful and mindful of others’ experiences; be honest and genuine in your responses. This is a serious subject and your discussions should reflect that.
- Once you have laid ground rules, you are ready to engage in the discussion.
  - Have students break into teams. Assign each team a question to discuss in their groups. They should alternate speakers. EVERYONE in the group must speak for 30 seconds to 1 minute. While the speaker is talking, all other members of the team should be silent. Other students in the group may take notes on how they would like to respond once the speaker is finished. After the speaker is finished, the team should respond and expand the discussion with the team. This part of the discussion should take 10-20 minutes, depending on how the team discussions go. At the end, the teams should choose a group representative to report out for the group.
  - Once time is up for group discussions, expand the discussion to the entire class. Begin by asking the question and having the group who responded share their thoughts. Once they have shared, you can open the question to the rest of the class for response. Limit to 5 minutes for each question.

- Relevant Discussion Questions:
  - What do you think segregated schools were like in pre-1954 America? In what parts of the country were schools segregated? Were schools in your state segregated? How was the experience of a black student in public school different from that of a white student?
  - The *Brown* decision called for school desegregation to happen with "all deliberate speed." How quickly — and how fully — do you think schools de-segregated?
  - Is your school segregated? In what way or ways? What could you do to work against that segregation, bringing more integration to your school?
  - Do you believe in what *Brown v. Board* stands for? How close to — or far from — fully embracing the *Brown* decision are we, as a society? What else needs to happen for us to move closer to the ideals of *Brown*?
  - How would schools have looked in your area had the Supreme Court not ruled against segregation in 1954? How would your life, and the lives of other students, be different?
  
- Exit Slip: Have students write down two words that define their emotions following the class discussion today. Remind students that they should be completely honest, as these will be entirely confidential. Teacher should read these and talk about the overall mood of the room to begin the following day's lesson.

*Procedures (Day 3):*

- Review the exit slips and discuss the emotional climate of the class following the discussion. These things can be difficult to talk about and incite a range of emotions, so taking an emotional pulse several days into the unit can be helpful for maintaining a safe environment for all students. If necessary, review expectations regarding respect to keep the conversation in the room on point as the unit continues.
  
- Explain to students that desegregation did not happen quickly or easily throughout the country. There were several other significant Supreme Court decisions and legislation that led to more enforced desegregation. The decision having the greatest effect on Portland was *Swann v. Charlotte-Mecklenburg Board of Education* (1971).
  
- Hand out the *Swann v. Charlotte-Mecklenburg Board of Education* (1971) from the DBQ for students to analyze.
  
- Have the students work in their DBQ teams and use the Origin, Value, Purpose, Limitations (OVPL) format for this analysis. The OVPL gives students a structured tool to break down a complicated primary source. This tool guides their reading of the document with pointed questions that aid in overall comprehension of what they are reading. Teams should read through the document cold first. Then they should read through the document again, working through each question on the OVPL sheet. Encourage students to highlight or underline key points. Then they should record the answers to the OVPL questions on their sheet. (See materials/handouts section below)

- Exit Slip: When finished with analysis, have students write a short hypothesis about how they think Portland compared to the national picture in regard to desegregating schools. Inform them that we will be talking about how these national events impacted desegregation in Portland Public Schools over the next several days.

Assessment of Student learning: Informal: exit slips (days 2 & 3); Formative: Completed close reading of Article (Day 1); OVPL (Day 3)

Extensions/Modifications:

- To extend the discussion of Day Two, students could create newspaper headline posters, political cartoons, or newsletters that emulate the headlines published in local area newspapers and reflect the reactions of their local communities.
- Optional Activity following discussion on Day Two that would take *an additional class period*. This could also be used as an additional extra credit activity for TAG students.
- After discussion of selected questions, inform students that they will be looking at public reaction to the decision through political cartoon analysis. Complete the activity: Political Cartoon Analysis from [http://www.streetlaw.org/en/Page/509/Political\\_Cartoon\\_Analysis](http://www.streetlaw.org/en/Page/509/Political_Cartoon_Analysis)
  - Have students work on their own to begin with. Ask them to silently analyze the cartoons and answer the following questions:
    - What do you see in the cartoon? Make a list.
    - Which of the items on the list from Question 1 are symbols? What does each stand for?
    - What is the artist's message in the cartoons? Is there a political bias in the cartoons? Who would agree with the message? Who would disagree?
  - They will complete this process for each of the four cartoons.
  - When finished going through the cartoons, teacher should lead a class discussion to incite conversation around the images. The teacher should allow for a student led discussion, acting as a facilitator/mediator when necessary. The images should spark different opinions and discussion from students with similar and opposing points of view.
- Brown readings for struggling readers and ELL students:
  - Brown v. Board of Education on Social Studies for Kids Website <http://www.socialstudiesforkids.com/articles/ushistory/brownvboard.htm>
  - Level one or two reading on Street Law website, with clarifying questions [http://www.streetlaw.org/en/Page/492/Background\\_Summary\\_Questions](http://www.streetlaw.org/en/Page/492/Background_Summary_Questions) (Level 1) [http://www.streetlaw.org/en/Page/491/Background\\_Summary\\_Questions](http://www.streetlaw.org/en/Page/491/Background_Summary_Questions) (Level 2)
- Swann reading for struggling readers and ELL students:
  - Swann on Britannica website <http://www.britannica.com/EBchecked/topic/973269/Swann-v-Charlotte-Mecklenburg-Board-of-Education>

- Struggling readers and ELL students should use vocabulary from Lesson 1 to aid in their reading of these articles. Teachers may also require these students to pick out 3-5 words per article that they need additional help with.

### **Supplementary Materials/Handouts:**

#### *Day 1:*

- Article, “BROWN V. BOARD: An American Legacy,” from <http://www.tolerance.org/magazine/number-25-spring-2004/department/brown-v-board-american-legacy>

#### *Day 2:*

- Discussion questions from Teaching Tolerance <http://www.tolerance.org/toolkit/brown-v-board-general-discussion-questions>. This website also has additional discussion questions that you may use in addition to, or in place of, the ones provided in this lesson plan.

#### *Day 3:*

- *Swann v. Charlotte-Mecklenburg Board of Education* (1971) from the DBQ (On following pages)
- Origin, Value, Purpose, Limitations (OVPL) for document analysis. (below)

## Supplementary Materials/Handouts:

### Document 5

#### ***Swann v. Charlotte-Mecklenburg Board of Education Supreme Court Decision (1971)***

Decided by the U.S. Supreme Court on April 20, 1971, *Swann v. Charlotte-Mecklenburg Board of Education* dealt with the desegregation plan adopted by Mecklenburg County, North Carolina. Chief Justice Warren Burger rendered the opinion of the court, and its decision was unanimous. The product of several years of NAACP litigation, the *Swann* decision lent the imprimatur of the Court to busing as a solution to inadequately desegregated public schools. (<http://www.northcarolinahistory.org/encyclopedia/296/entry/>)

*The record in this case reveals the familiar phenomenon that, in metropolitan areas, minority groups are often found concentrated in one part of the city...*

*...it should be clear that the existence of some small number of one-race, or virtually one-race, schools within a district is not, in and of itself, the mark of a system that still practices segregation by law. The district judge or school authorities should make every effort to achieve the greatest possible degree of actual desegregation, and will thus necessarily be concerned with the elimination of one-race schools...*

*An optional majority-to-minority transfer provision has long been recognized as a useful part of every desegregation plan. Provision for optional transfer of those in the majority racial group of a particular school to other schools where they will be in the minority is an indispensable remedy for those students willing to transfer to other schools in order to lessen the impact on them of the state-imposed stigma of segregation. In order to be effective, such a transfer arrangement must grant the transferring student free transportation and space must be made available in the school to which he desires to move.*

(<http://www.law.cornell.edu/supremecourt/text/402/1>)

The most controversial topic in the opinion was busing. In his opinion, Burger stated that busing was a suitable "remedial technique" for achieving desegregation. White students in suburban Mecklenburg County had protested the very possibility that they be bused into Charlotte to attend school. Burger's ruling increased tensions. During the era of segregation, southern states had used busing to transport African American student's distances of 50 miles or more to attend black schools, so some believed that the Supreme Court was meting out retribution for segregation on southern white students.

(<http://www.northcarolinahistory.org/encyclopedia/296/entry/>)

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

**Document Analysis for *Swann v. Charlotte-Mecklenburg Board of Education* (1971)**

<b>OPVL</b>	<b>Questions:</b>	<b>Responses:</b>
Origin:	<ul style="list-style-type: none"><li>• Who is the author?</li><li>• When was it published?</li><li>• Is there anything we know about the author that is pertinent to our evaluation?</li></ul>	
Purpose:	<ul style="list-style-type: none"><li>• Why did the author create this piece of work?</li><li>• What is the intent?</li><li>• Who is the intended audience?</li></ul>	
Value:	<ul style="list-style-type: none"><li>• What can we tell about the author's perspectives from the piece?</li><li>• How does it enhance your ability to answer the question?</li></ul>	
Limitations:	<ul style="list-style-type: none"><li>• What part of the story can we NOT tell from this document?</li><li>• What does the author leave out and why does he/she leave it out (if you know)?</li><li>• What is purposely not addressed?</li></ul>	

*Websites:*

- Britannica Encyclopedia online:  
<http://www.britannica.com/EBchecked/topic/973269/Swann-v-Charlotte-Mecklenburg-Board-of-Education>
  
- Social Studies for Kids:  
<http://www.socialstudiesforkids.com/articles/ushistory/brownvboard.htm>
  
- Street Law, Inc. and The Supreme Court Historical Society:
  - [http://www.streetlaw.org/en/Page/492/Background\\_Summary\\_Questions](http://www.streetlaw.org/en/Page/492/Background_Summary_Questions)  
(Level 1)
  - [http://www.streetlaw.org/en/Page/491/Background\\_Summary\\_Questions](http://www.streetlaw.org/en/Page/491/Background_Summary_Questions)  
(Level 2)
  - [http://www.streetlaw.org/en/Page/509/Political\\_Cartoon\\_Analysis](http://www.streetlaw.org/en/Page/509/Political_Cartoon_Analysis)
  
- Teaching Tolerance:
  - <http://www.tolerance.org/magazine/number-25-spring-2004/department/brown-v-board-american-legacy>
  - <http://www.tolerance.org/toolkit/brown-v-board-general-discussion-questions>
  
- United States Courts, History of Brown v. Board of Education (includes information on additional landmark Supreme Court Cases concerning Separate but Equal)  
<http://www.uscourts.gov/educational-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx>



## Lesson Plan 3:

### Desegregation Bridges National to Local Context

#### Goals:

- To understand the demographics in Oregon and make connection between the past and present.
- To identify connections between the *Brown vs. Board of Education* decision and desegregation in Portland.

#### Objectives:

- Students will determine the central idea of primary and secondary sources; provide an accurate summary of how key events or ideas developed over the course of the text.
- Students will cite specific textual evidence to support analysis of primary and secondary sources.

#### Common Core Standards:

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Time Needed: Four 50 minute class periods or two 90 minute block periods

#### Materials Needed:

- Computers with Internet access for teacher and students
- Document camera
- Large size paper and markers
- Primary and secondary sources

Census data: <http://quickfacts.census.gov/qfd/states/41/4159000.html>

- Introducing the African-American Community of Multnomah County: Historical roots of the Black Population. Coalition of Communities of Color. (2010).
- African Americans. Urban League of Portland. (2009).
- The Integration of Portland Public Schools. Portland Bureau of Planning History Books, 1993
- African Americans. Urban League of Portland. (2009)

#### Procedures (Day 1):

1. Review exit ticket responses from last class. How does Oregon compare to the nation in desegregating schools? What do you know about Oregon history? Give time for students to share. Ask, how would you describe the different cultures and races in the state of Oregon today or in the city of Portland?
  - Teacher can either print census data before the lesson or during the lesson present with document camera. Draw students' attention to the percent of African Americans in Portland

and Oregon in comparison to other ethnic groups. Ask, if there is anything else the students notice in the chart?

2. Before the lesson, the teacher prints one of the two articles.
  - Option 1: Introducing the African-American Community of Multnomah County: Historical roots of the Black Population. Coalition of Communities of Color. (2010). *The African American Community in Multnomah County: An Unsettling Report*. Portland, OR: Portland State University. (<http://archives.pdx.edu/ds/psu/11503>)
  - Option 2: African Americans. Urban League of Portland. (2009). *The State of Black Oregon*. Portland, OR.
3. Tell the class they will read an overview of Oregon's history. While reading they should highlight or underline important dates and events in the text. Pass out the article and give time for students to complete the reading.
4. Students will need large white paper and markers. Give instructions for a visual timeline. In groups of two or three, students will select 10-12 of the most important events from the reading.
  - On large poster paper draw a line through the middle of the page and plot the events on the timeline with the dates.
  - Write 1-2 sentences for each event summarizing why it was important.
  - Use markers to draw symbols or pictures representing the main ideas expressed in the summaries for 10-12 events. (Optional: students print images and paste to poster paper).
5. Time to complete the activity will vary. When they finish, hang their posters around the room and have students do a Gallery Walk to look at and comment on the work of the other groups.

### **Procedures (Day 2):**

1. With the posters hanging around the room ask the class, what do you notice about the African American experience in Oregon from the past to today? How do you think the *Brown* decision connects to schools in Portland? What do you know about Portland Public Schools?
2. Before the lesson the teacher copies one of the two articles.
  - Option 1: The Integration of Portland Public Schools. Portland Bureau of Planning History Books, 1993: Two copies of Portland Bureau of Planning's *The History of Portland's African American Community (1805 to the Present)* published in February 1993
  - Option 2: Dunca, Nicole. (2014). *Brown v Board of Education 60<sup>th</sup> anniversary: What's the state of racial integration at Portland Public Schools?* *Oregonlive.com*
3. Pass out the reading and Analysis Questions worksheet. Give time for students to read and answer the questions.
  - Afterwards, have students discuss their responses with a partner.
  - Then, as a class discuss some of their responses or questions.

4. Take a class poll: On a scale of 5-great to 1-poor, in your opinion how successful was the Portland Public Schools desegregation plan? Ask, students to share why they choose the number they held up. Ask, what factors outside the school played a role in the success of the desegregation plan.

**Procedures (Day 3 and 4):**

1. Ask, why Portland Public School district created the voluntary busing program. Explain to the class they will learn more about desegregation in Portland Pubic Schools by doing a web quest for the next two class periods.
2. Students will need computers with access to the Internet. Pass out copies of the School Desegregation in Portland web quest. Students will follow the guided instructions. Time will vary, the teacher can decide if students should finish for homework or if they will continue for a third day of class.
3. Afterwards, ask students to write a one-page response, citing specific evidence from the readings in the last two classes. How did the *Brown v. Board of Education* decision impact desegregation in public schools?

Assessment of Student Learning: Informal: class poll (Day 2) Formative: visual timeline (Day 1); analysis questions (Day 2); completed Web quest (Day 4); One-page response to *Brown* question (Day 4)

Extensions/Modifications:

Day 1:

- The teacher can choose the article based on the reading skills in the class. They have similar events with some variations.
- Students on an IEP, ELL, or struggling readers should read option 2. The teacher can highlight the events in advance to draw their attention to the key points in the reading. The teacher can reduce the number of summaries or events required for the visual timeline. Students can print images if they do not want to draw pictures or symbols.
- TAG students can complete the visual timeline on their own instead of in a group. They can read both articles then compare and contrast the differences. Or, they can gather additional information about two laws from the timeline and present to the class.

Day 2:

- The teacher can choose the article based on the reading skills in the class.
- Students on an IEP, ELL, or struggling readers should read option 2. The teacher can highlight the main ideas in advanced to draw their attention to the key points in the reading. The student can focus on answering only three or four of the analysis questions.

- TAG students can independently find an additional article related to the topic and share with the class.

Day 3/4:

- On the first day using the computers TAG students can work independently to answer the questions in the Desegregation in Portland web quest. They can also, can find answers to one or two of the questions they created from the previous lesson (Analysis Questions # 6: Write two questions you have about this topic).
- Students who finish early on day 2 can read one additional article and answer the question: How does segregated housing influence the ethnic diversity of public schools?
  - Schmidt, Brad. (2012). Failure to support Fair Housing Act leads to subsidized segregation: Locked Out, Part 1. *oregonlive.com*
- The teacher can print the articles in advance and highlight or underline key points for the students on an IEP, ELL, or struggling readers. They can complete the assignment for person #2, as this reading is shorter. Also, they can bullet point the main ideas instead of writing a summary. Their write-up in response to the question can be less than a full page.

### **Supplementary Materials/Handouts:**

Day 1:

- Census data: <http://quickfacts.census.gov/qfd/states/41/4159000.html>
- Introducing the African-American Community of Multnomah County: Historical roots of the Black Population. The African American Community in Multnomah County: An Unsettling Report (Coalition of Communities of Color/Portland State University 2010)  
<http://www.coalitioncommunitiescolor.org/docs/AN%20UNSETTLING%20PROFILE.pdf>
- African Americans. The State of Black Oregon: (The Urban League of Portland 2009)  
<http://ulpdx.org/wp-content/uploads/2012/04/UrbanLeague-StateofBlackOregon.pdf>

Day 2:

- The Integration of Portland Public Schools. Portland Bureau of Planning History Books, 1993: Two copies of Portland Bureau of Planning's *The History of Portland's African American Community (1805 to the Present)* published in February 1993 <https://www.portlandoregon.gov/bps/article/91454>
- Dunca, Nicole. (2014). Brown v Board of Education 60<sup>th</sup> anniversary: What's the state of racial integration at Portland Public Schools? *Oregonlive.com*  
[http://www.oregonlive.com/portland/index.ssf/2014/05/brown\\_v\\_board\\_of\\_education\\_60t.html](http://www.oregonlive.com/portland/index.ssf/2014/05/brown_v_board_of_education_60t.html)
- Analysis Questions

Day 3:

- United States Commission on Civil Rights, and Roberta Jones-Booker. 1977. *School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights*. [Washington]: The Commission, p.1-13.  
<https://www.law.umaryland.edu/marshall/usccr/documents/cr12d4528.pdf>
- Rawley, Steve. (2008, July 1). The Continuing History of Racism in Portland Public Schools. *PPS Equity* <http://ppsequity.org/2008/07/01/the-new-look-of-pps-equity/>
- Portland Public Schools. (2011). PPS Racial Educational Equity Policy. *PPS.or.us*  
<http://www.pps.k12.or.us/equity-initiative/8128.htm>
- Quijano, Elaine. (2014). *Separate and unequal: Segregation making comeback in U.S. schools.* *cbsnews.com* <http://www.cbsnews.com/news/60-years-after-brown-v-board-of-education-a-school-fights-for-diversity/>
- Schmidt, Brad. (2012, June 5). Failure to support Fair Housing Act leads to subsidized segregation: Locked Out, Part 1 *oregonlive.com*  
[http://www.oregonlive.com/portland/index.ssf/2012/06/subsidizing\\_segregation\\_locked.html](http://www.oregonlive.com/portland/index.ssf/2012/06/subsidizing_segregation_locked.html)
- Desegregation in Portland Public Schools web quest worksheet.

Supplementary Materials/Handouts:

**Analysis Questions**

Name: \_\_\_\_\_

Period: \_\_\_\_\_

1. Title of the reading:

\_\_\_\_\_

2. Three main ideas are:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Identify and define the meaning of two or three vocabulary terms that are new to you.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. What was surprising to you? Cite specific evidence from the reading:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. The most important thing I learned from this reading is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Write two questions you have about this topic:

a. \_\_\_\_\_

b. \_\_\_\_\_

## Desegregation in Portland, Oregon Web quest: Day 1

Name \_\_\_\_\_

Period \_\_\_\_\_

Open a web browser and carefully type in the following URL:

<https://www.law.umaryland.edu/marshall/usccr/documents/cr12d4528.pdf>

*School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights.*  
[Washington]: The Commission, p.1-15)

Open the document and answer the following questions:

Front Cover: When was this document produced?

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Next Page: Who produced this document? Why was this document created?

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Page 1: Summarize the demographics of Portland.

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Page 1: Summarize the demographics of Portland Public Schools.

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Page 3: What observations do you notice in Table 1 Student Enrollment and Table 2 Faculty Composition?

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Page 4,5: Describe the voluntary transfer program.

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Page 7: What do you notice in Table 3 Percentage of Students Bused?

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Page 8, 9: How much training did teachers receive in preparation for desegregated schools?

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Page 9: Summarize the different perspectives and opinions on desegregation in the community.

---

---

Page 11: What percentage of the budget went to desegregation in Table 5 Percent of Budget for Busing?

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Page 12,13: Summarize the effects of desegregation.

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## Desegregation in Portland, Oregon Web quest: Day 2:

Choose a partner.

Your Name \_\_\_\_\_ Name of your partner \_\_\_\_\_

- You will read one article and your partner will read a different article; afterwards, you will both watch the same video. Complete a summary of the main ideas and share what you learned with each other.
- Decide who will be person #1 and person #2

**Person #1:** Go to the following two websites, reading the article and watching the video. When you finish, summarize the main ideas from the text. Cite specific evidence in response to the question: How did the *Brown v. Board of Education* decision impact desegregation in public schools?

Source #1: Rawley, Steve. (2008). The Continuing History of Racism in Portland Public Schools. *PPS Equity* <http://ppsequity.org/2008/07/01/the-new-look-of-pps-equity/>

Source#2: Video

Quijano, Elaine. (2014). *Separate and unequal*": Segregation making comeback in U.S. Schools. *Cbsnews.com* <http://www.cbsnews.com/news/60-years-after-brown-v-board-of-education-a-school-fights-for-diversity/>

Write summary on a separate sheet of lined paper.

**Person #2:** Go to the following two websites, reading the article and watching the video. When you finish summarize the main ideas from the text. Cite specific evidence in response to the question: How did the *Brown v. Board of Education* decision impact desegregation in public schools?

Source# 1: Article

Portland Public Schools. (2011). PPS Racial Educational Equity Policy. *PPS.or.us* <http://www.pps.k12.or.us/equity-initiative/8128.htm>

Source#2: Video

Quijano, Elaine. (2014). *Separate and unequal*: Segregation making comeback in U.S. Schools. *Cbsnews.com* <http://www.cbsnews.com/news/60-years-after-brown-v-board-of-education-a-school-fights-for-diversity/>

Write summary on a separate sheet of lined paper.

## Lesson 4:

### Desegregation in Portland Public Schools

*Purpose/Rationale:* To provide historical background about the impact of Brown vs. Board of Education on desegregation in the Portland Public School District.

*Objectives:*

- Students will analyze documents and gather background information in preparation for responding to the document-based essay question.
- Students will use the SOAPS document analysis questions to identify main ideas and analyze details in a series of events using primary and secondary sources.
- Students will produce a clear and coherent essay in which the development, organization, and style are appropriate to task, purpose, and audience.

*Common Core Standards:*

9-10.WHST.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Time Needed: Four 50 minute class periods (200 minutes)

Materials Needed:

- Document camera
- Scratch paper or note cards for warm-ups or exit tickets
- Primary and secondary sources
- SOAPS template
- DBQ with rubric
- video: <https://www.youtube.com/watchv=noZnB83hADY>

### **Procedures (Day 1):**

1. Write the word “Success” on white paper, document camera, or online document. Ask the class to think of all the words that come to mind when they think of success and write them on scratch paper.
  - After they have had enough time to think, ask them to share with a partner.
  - Next, ask for volunteers or call on students to share with the whole class.
  - Write the student responses all around the word creating a word web for the class to see. As a class create a draft definition for success.
2. Pass out the SOAPS template to each student (included in materials).
  - Project the image Portland, Oregon’s Albina Neighborhood (1940-1960) (document 1 from the DBQ). Model answering the SOAPS questions (think aloud).
  - Ask students to help answer questions for the next document. Read aloud and show a visual to the class of the Comprehensive Desegregation Plan for Portland Public Schools (document 6 in the DBQ).
  - Ask the class for answers to the SOAPS questions and write down student responses. Finally, the teacher will pass out the image 1982 Black United Front School Board protest (document 7 in the DBQ) and ask the students to complete the SOAPS questions individually or with a partner.
  - Collect student responses. If there is time ask a few students to share with the class their responses.
3. Review with the class their definition of success, then pass out the exit ticket. Exit ticket: How did the *Brown v. Board of Education* decision impact desegregation in Portland schools? To what extent has the effort for desegregation in Portland Public Schools (PPS) been successful?

### **Procedures (Day 2):**

1. Ask the class to think back to the previous lesson (What did we talk about yesterday in class?). After students have had enough time to think, ask the class to share with a partner two to three facts they remember about desegregation in Portland. Have a few volunteers share with the class. Review the class definition of success and share some of the exit ticket responses.
2. Organize the students into groups of four.
  - Each person gets a role: recorder, reporter, timer, or group leader. The group leader ensures everyone stays on task and participates. Tell the class to put themselves in the position of a concerned community group.
  - Each group will create three to five suggestions for Portland Public Schools board members, and record them.
  - Each team will have 7 minutes to complete this task.
  - Ask students to consider, based on what they know so far, what has the school board done to desegregate the schools in Portland Public schools? What should be done for the school district to be successful?

- After each group has developed their suggestions, ask the reporters to share their ideas with the class.
3. Next, pass out the Portland Public Schools Handbook (included in materials) to each group.
    - Each person gets a different page. Have each student read a section, share with the group; the recorder writes the new information gained to help them answer the questions: How did the *Brown v. Board of Education* decision impact desegregation in Portland schools? To what extent has the effort for desegregation in Portland Public Schools (PPS) been successful?
    - Students have 15 minutes to complete this task.
    - The reporter shares with the class; each group takes turns presenting.
  4. Ask the class how similar or different were your groups' suggested ideas compared to the desegregation actions taken by the Portland Public Schools? Take a class poll. Raise your hand if you like your groups' desegregation ideas? Or raise your hand if you liked Portland Public Schools desegregation plan? Exit ticket: What would the Portland Public schools need to do to make their plan successful?

### **Procedures (Day 3):**

1. Students read the DBQ guiding questions and individually write down what comes to mind. What additional questions do these guiding questions raise?
  - **DBQ Guiding Questions:** How did the *Brown v. Board of Education* decision impact desegregation in Portland schools? To what extent has the effort for desegregation in Portland Public Schools (PPS) been successful?
2. Watch the following video with your class, discuss the following questions with a partner, and then have a class discussion around the questions. video: <https://www.youtube.com/watch?v=noZnB83hADY>
  - Video Discussion Questions:
    - Do you believe that academically struggling schools will improve their achievement by hiring minority teachers? Why or why not?
    - How do you think PPS approached this issue?
3. Pass out the DBQ documents with the scaffolding questions. Review with the class, the student instructions for writing a DBQ. Give time for students to work with a partner or individually to answer the two questions following the documents. After most pairs finish, discuss as a class the answers for two of the documents unfamiliar to them since they were not in the previous lessons.
4. Partner share, what new information did these documents provide to help you answer the unit questions? How did the *Brown v. Board of Education* decision impact desegregation in Portland schools? To what extent has the effort for desegregation in Portland Public Schools (PPS) been successful?

### **Procedures (Day 4):**

1. Ask students to write down the five most important components to include in an essay.
  - After the class has had enough time to think, tell the students to get up and walk around the room and share their list with five different classmates. They have to give one example from their list and get one from someone else's list.
  - The students are done when they have ten components all together.
  - After all students return to their desks review the rubric.
2. Give the class time to work on their essays. Time will vary depending on student experience with essay writing and DBQs. (An extra day can be added for peer editing before the final draft is due).
3. Summative Assessment: Final draft of the document based essay.

Assessment of Student Learning: Informal: exit slips (days 1&2); partner share (day 3)  
Formative: completed SOAPS (Day 1); group Jigsaw (Day 2); completed DBQ Document Questions (Day 3); Summative: completed essay

### Extensions/Modifications:

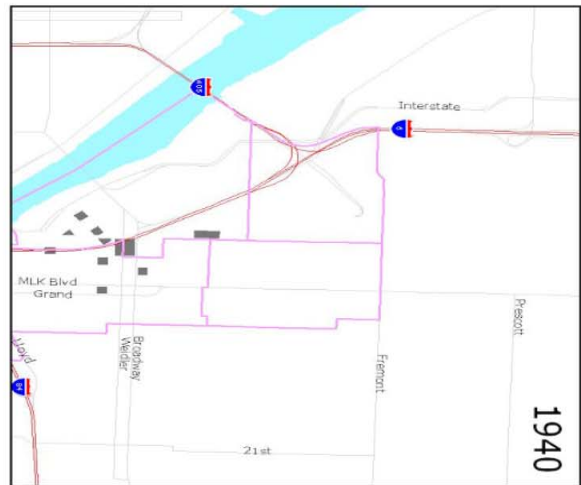
- TAG students can fill in the SOAPS template on their own instead of with a partner. They also can answer the scaffolding questions on their own. They may finish a draft of the essay before other students. They could peer edit another students work or start on their final draft early.
- Students on an IEP, ELL, and struggling readers will benefit from teacher/student modeling. Pairing them with a strong reader or writer would be helpful when answering the SOAPS questions and the document scaffolding questions. If the TAG student has a draft of their essay completed, their work can be used as a model example for other students. Instead of a full essay students who need modifications could write one to two paragraphs and include fewer documents.

Supplementary Materials/Handouts:

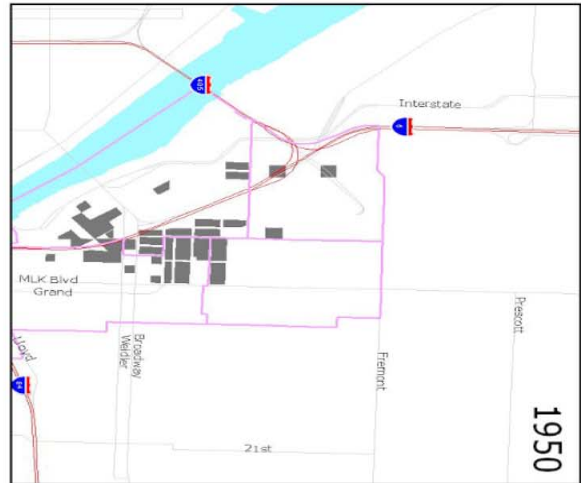
Day 1:

Portland Oregon's Albina Neighborhood (1940-1960), from TAHPDX: School Integration Unit, Lesson 6: Desegregation in the Pacific Northwest

[http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/School\\_Integrate.html#Sub6](http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/School_Integrate.html#Sub6)



Portland Oregon's Albina Neighborhood (1940-1960)  
Density of Non-white Residents (by block)



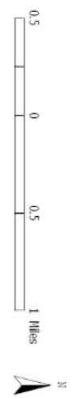
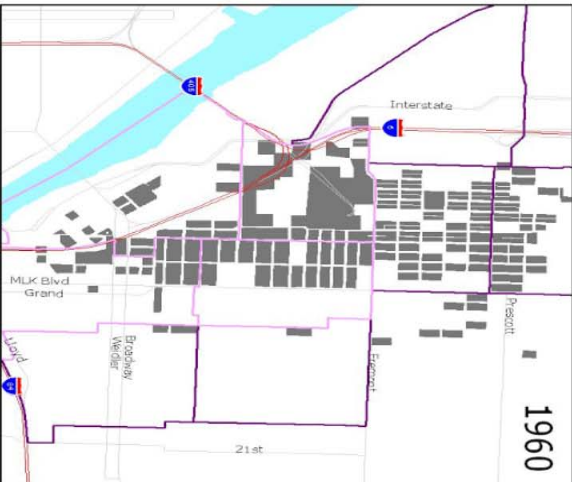
**LEGEND**

- Blocks with 50%+ Non-white Residents (1940-1960)
- Albina Neighborhood (1945)
- Albina Neighborhood (1957)
- Freeways
- Major Roads

Date: July, 2009

Data Sources:  
 Albina neighborhood boundaries from the Portland Development Commission Report on the Albina Neighborhood Improvement Plan (1964-1974)  
 Non-white Resident Density (by block) from the 1940-1950-1960 U.S. Census; Housing Supplements: Block Statistics

Prepared by: The Community Geography Project  
 Institute of Portland Metropolitan Studies  
 Portland State University



**Comprehensive Desegregation Plan (CDP) for Portland Public Schools, from Johnson, E., and F. Williams. 2010. "Desegregation and Multiculturalism in the Portland Public Schools". *OREGON HISTORICAL QUARTERLY*. 111 (1): 27.**

On April 14, 1980, after negotiations involving the BUF, the CCSI, and other concerned community members, PPS adopted the Comprehensive Desegregation Plan (CDP). The seven goals of the CDP were:

1. To avoid and eliminate inequitable compulsory burdens imposed by desegregation;
2. To increase desegregation and integration through equitable means;
3. To provide education which more fully meets the needs of each child;
4. To create an excellent multicultural/multiethnic education for all children;
5. To promote interracial acceptance and understanding among students and staff;
6. To increase educational choice for all children in the district; and
7. To comply with federal and state laws, policies, and regulations.<sup>83</sup>

The BUF played a significant role in the creation of this plan and signed off on the final version. Although PPS had up to that point manifested a pattern of resistance to change, with the publication of the CDP, many community members felt hopeful for the future. Steve Buell, a school board member from 1979 to 1983, commented that, at the time, the plan "felt like a huge accomplishment."<sup>83</sup>

1982 Black United Front School Board Protest, from Johnson, E., and F. Williams. 2010. "Desegregation and Multiculturalism in the Portland Public Schools". *OREGON HISTORICAL QUARTERLY*. 111 (1): 29.



*Ron Herndon stands on a table (in white sweater) at this 1982 BUF school board protest. At right, behind the table, is school board member James Fenwick. Protesters are angry about the placement of Harriet Tubman Middle School.*



Name \_\_\_\_\_

Class Period \_\_\_\_\_

### SOAPS + Claim

Analysis of historical documents, artifacts, maps, artwork, and other visual representations of an historical nature

	Questions to Ask	Response Sentence Frames
Subject	What is this document about?	The subject of this document is:
Occasion	What is special about the time and place during which this document was created?	The author is creating this document at this specific time because:  The author is creating this document at this specific place because:
Audience	Who is the author's main audience? Who does the author want to communicate with?	The author wants _____ (specific persons or groups) to see or use this document.
Purpose	Why did the author create this document? What does the author want to persuade the audience to do?	The author's purpose is to:
Speaker	Who is the author?  Why should we believe what the author is saying?	The author is:  We should believe what the author has to say because:
Claim	What is the author trying to prove?	The author wants to show that:

Day 2:

**Citizen Briefing Handbook, PPS Citizen Budget Review, 1983-1984, from Otto and Verdell Rutherford Family Collection, Special Collections, Portland State University Library (Series 3: Community (Churches, Education, History, Organizations and Unions, Box 8, Folder 4)**

Prepared By:

Steve Buel  
Herb Cawthorne

PREAMBLE

For fifty years, the Black community of Portland has carried the burden for desegregating the Portland Public Schools. The Board of Education mandatorily assigned numerous Black children from King, Humboldt, Sabin, Eliot, Vernon and Woodlawn to predominantly white schools outside their communities. Black children were heavily recruited to schools outside their community. Due to space limitations in the schools from which they transferred, Black children were unable to return when the transfer situation proved unsatisfactory. For instance, at King School, grades 6, 7, and 8 were eliminated in the fall of 1975, and the Board of Education's desegregation program transferred 350 students to 25 schools. Those King students remaining in K-5 grades were heavily recruited to transfer to other schools, while the Early Childhood Education program attracted white students from outside the neighborhood. These white students, at any point, could choose to return to their neighborhood schools while the Black students could not.

Not only were Black children heavily recruited and then prevented from returning, but middle school assignments were not provided for many. This resulted in a conscious scattering of Black children by the Board of Education from 1970 to August, 1979, when in response to these inequities and widespread community dissatisfaction with the

Portland Public School's desegregation plan, the Board modified its desegregation/integration policies with a series of resolutions.

The Board promised in one of these resolutions to develop an equitable comprehensive plan for desegregation/integration. The plan is as follows:

I. POLICY

It shall be the policy of the Portland Public Schools that integration is among our highest priorities. Integration shall be viewed as the complete elimination of barriers to educational attainment resulting from prejudice, racism, class differences and/or institutional discrimination. In pursuing integration, we shall seek genuine respect for individuals as well as mutual understanding and acceptance of ethnic and cultural diversity throughout our schools. It shall be the policy of this Board, as one element of society, to insure aggressively that every child is afforded an equal opportunity, and that public school resources are employed to combat the negative forces in society which tend to conspire against the educational opportunities guaranteed every child in the democratic community.

II. GOALS

The goals of this plan are:

1. To eliminate past inequities;
2. To increase desegregation and integration through equitable means;
3. To provide education which more fully meets the needs of each child;
4. To create an excellent multicultural/multiethnic education for all children;
5. To promote interracial acceptance and understanding among students and staff; and
6. To comply with federal and state laws and regulations.

III. MIDDLE SCHOOL AT ELIOT

A middle school will be established at the Eliot site which will be renamed for a prominent Black historical figure and open to 600 youngsters. The school will have an assigned population of middle school youngsters from Humboldt and King. Beyond those assigned, space will be available for transfers. The program will include emphasis on basic skills as outlined in the Academy Middle School Program. It will open no later than September, 1980, at Monroe High School which will allow time for Eliot renovation. The Eliot ECEC

- B. The committee at each school must be willing to meet administrative timelines and organizational structure, criteria, and process must be approved by the Board of Education.

VI. MULTICULTURAL/MULTIETHNIC CURRICULUM IMPROVEMENTS

Districtwide multicultural/multiethnic curriculum will be improved by first revising the District's Scope and Sequence document by integrating into it specific objectives for multicultural/multiethnic education. Materials will then be developed for teachers to use in teaching the concepts incorporated in the Scope and Sequence. Intensive training for teachers will also be supplied to insure that objectives are properly taught and all children benefit from these improvements.

The Curriculum Department of the Portland Public Schools, in conjunction with the Department of Community Relations and Staff Development, shall fully utilize the talents of our own outstanding Black educators as well as educators from other ethnic groups and interested community members in the development and implementation of this plan.

## Day 3: DBQ

### Unit Title: Desegregation in Portland Public Schools

**Historical Context:** Oregon had historically been a state of exclusion for African Americans. It was the only state admitted to the United States with a formal black exclusion law in 1859, which was not repealed until 1926. In 1866, a law prohibiting interracial marriage was passed and was not repealed until 1951. Educationally speaking, schools in Portland went through periods of segregation and integration. In 1867, Portland assigned all of its 128 black or mixed race children to segregated schools. By 1873, African American children were admitted to Portland Public Schools, officially “integrating” them. After World War II, the black population in Portland increased by 12 percent, which increased tensions in the interactions between the Portland School District and the African American residents. By 1960, the African American population was concentrated in the Albina neighborhood in Northeast Portland. The neighborhood schools in Albina reflected this concentration of the population, with as much as 80 percent of the student body being African American at one school in 1957. In 1962, the NAACP publicly accused Portland Public Schools of “passively allowing the patterns of segregation to persist...” (Johnson and Williams, 2010)

Sources:

Johnson, E., & Williams, F. (2010). Desegregation and Multiculturalism in the Portland Public Schools. *Oregon Historical Quarterly*, 111, 1, 6-37.

Rector, E. (2010). Looking Back In Order to Move Forward: An Often Untold History Affecting Oregon’s Past, Present and Future, Timeline of Oregon and U.S. Racial, Immigration and Education History. *Coaching for Educational Equity*. Retrieved June 18, 2014, from <https://www.portlandoregon.gov/bps/article/412697>

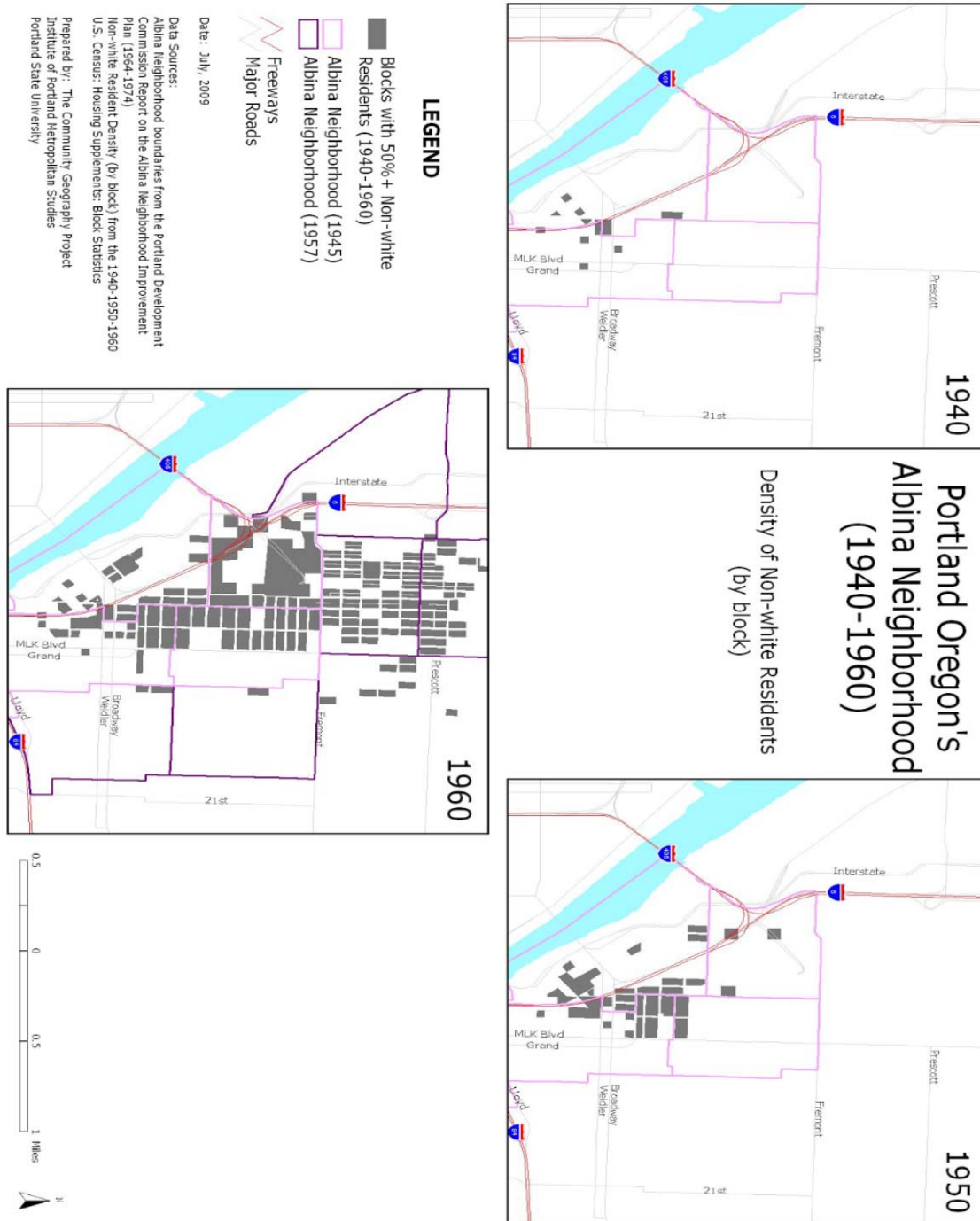
#### **Student Instructions:**

- 1. Read the question carefully.** What information do you already know about desegregation in Portland, or in the United States? How would you write your answer if you did not have access to these documents?
  - 2. Do a close reading of each document.** Make *margin notes, highlight, and/or underline* key information that directly links to the DBQ. After reading, thoroughly answer the questions that follow each document.
  - 3. Using your background knowledge and information from the documents, generate a thesis statement** that will directly answer the questions.
  - 4. Create an outline based on your thesis statement.** Include primary and secondary information to support your argument.
  - 5. Draft an essay from your outline that clearly and directly supports your thesis statement.** Your essay should include supporting evidence from these primary documents, as well as secondary evidence based on your prior knowledge.
- **DBQ Guiding Questions:** How did the *Brown v. Board of Education* decision impact desegregation in Portland schools? To what extent has the effort for desegregation in Portland Public Schools (PPS) been successful?

Document 1:

Portland Oregon's Albina Neighborhood (1940-1960), from TAHPDX: School Integration Unit, Lesson 6:  
Desegregation in the Pacific Northwest

[http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/School\\_Integrate.html#Sub6](http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/School_Integrate.html#Sub6)



Look at the map of the Albina neighborhood in 1940, 1950, and 1960. What changes over time?

What connections can you draw between schools in this neighborhood and race?

Document 2:

Busing and Administrative Transfers, 1964-1977, from Johnson, E., and F. Williams. 2010. "Desegregation and Multiculturalism in the Portland Public Schools". *OREGON HISTORICAL QUARTERLY*. 111 (1): 22.

Year	Suburban Transfers	Elementary In-District Transfers	Secondary In-District Transfers	Total Number of Transfers
1964	—	250	—	250
1965	—	359	—	359
1966	—	388	—	388
1967	—	424	—	424
1968	98	507	—	605
1969	113	532	—	645
1971	100	475	150	725
1972	105	1,262	319	1,686
1973	81	1,491	455	2,027
1974	113	1,557	489	2,159
1975	113	1,472	489	2,074
1976	118	1,708	755	2,581
1977	93	2,009	786	2,888

NOTE: All suburban transfer students were African American. Prior to 1972, the Administrative Transfer Program (in-district) was open to all students, but after that year, Superintendent Blanchard focused on recruiting African-American families for desegregation busing.

SOURCE: Portland Public Schools Records Management, Articles: "Racial Balance" n.d.; "Racial Integration Programs for the Portland Public Schools" n.d. No specific numbers regarding race were available, but other documents indicate that, depending on the year, approximately two-thirds to 90 percent of students bused were African American. Table, prepared by authors, is intended to demonstrate Superintendent Blanchard's acceleration of desegregation in PPS.

What is the total number of transfer students in 1964 compared to 1977?

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Look at the caption at the bottom of the chart. Who is most likely to participate in the transfer program? Why?

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**Document 3:**

**Implementation of Desegregation: Inservice Training, from United States Commission on Civil Rights, and Roberta Jones-Booker. 1977. *School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights*. [Washington]: The Commission, p.8-9.**

**Inservice Training**

From 1970 to 1972, the Portland schools acted to provide supportive inservice training to faculty and other school staff on desegregation matters. Training lasted 4 weeks and included workshops, seminars, and retreats. The focus of the inservice training was on human relations questions and concerns which would inevitably arise in the emerging multicultural and multiethnic school environment. However, since attendance at the training was not required by the

schools, only 150 teachers participated. (The teachers who did participate in the inservice training expressed mixed opinions about its quality and effectiveness.) The Portland schools also granted teachers credit for college courses which related to desegregation.

In document 4, Table 2 shows evidence of over 3,500 teachers in Portland schools in 1970 and 1972. What is a possible explanation for why only 150 teachers participated in the Portland Schools' desegregation inservice training?

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What does this document reveal about teacher training for desegregation?

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Document 4:

Student Enrollment and Faculty Composition Data, 1968-1975, from United States Commission on Civil Rights, and Roberta Jones-Booker. 1977. *School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights*. [Washington]: The Commission, p.3.

**TABLE 1**  
Student Enrollment  
1968-1975

Fall	Am. Ind.	Black	Asian Am.	Sp. Str.	All Others	Total
1968	468	6,304	986	708	68,979	77,445
1970	451	7,008	1,001	712	67,002	76,174
1972	463	7,307	1,030	764	59,805	69,400
1974	520	7,529	1,115	757	53,712	63,633
1975	684	7,799	1,316	834	51,395	62,028

Source: Portland School District No. 1, Portland, Oreg., 1976.

**TABLE 2**  
Faculty Composition  
1968-1975

Fall	Am. Ind.	Black	Asian Am.	Sp. Str.	All Others	Total
1968	2	104	37	6	3,666	3,815
1970	3	151	43	8	3,375	3,580
1972	3	160	35	9	3,339	3,546
1974	3	204	48	15	3,114	3,384
1975	5	213	49	17	2,925	3,209

Source: Portland School District No. 1, Portland, Oreg., 1976.

What do you notice about the number of Black student enrollment from 1968 to 1975? Did it increase or decrease?

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What do you notice about the total enrollment numbers from 1968 to 1975? Did they increase or decrease?

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## Document 5:

### ***Swann v. Charlotte-Mecklenburg Board of Education Supreme Court Decision (1971)***

Decided by the U.S. Supreme Court on April 20, 1971, *Swann v. Charlotte-Mecklenburg Board of Education* dealt with the desegregation plan adopted by Mecklenburg County, North Carolina. Chief Justice Warren Burger rendered the opinion of the court, and its decision was unanimous. The product of several years of NAACP litigation, the *Swann* decision lent the imprimatur of the Court to busing as a solution to inadequately desegregated public schools.

(<http://www.northcarolinahistory.org/encyclopedia/296/entry/>)

*The record in this case reveals the familiar phenomenon that, in metropolitan areas, minority groups are often found concentrated in one part of the city...*

*...it should be clear that the existence of some small number of one-race, or virtually one-race, schools within a district is not, in and of itself, the mark of a system that still practices segregation by law. The district judge or school authorities should make every effort to achieve the greatest possible degree of actual desegregation, and will thus necessarily be concerned with the elimination of one-race schools...*

*An optional majority-to-minority transfer provision has long been recognized as a useful part of every desegregation plan. Provision for optional transfer of those in the majority racial group of a particular school to other schools where they will be in the minority is an indispensable remedy for those students willing to transfer to other schools in order to lessen the impact on them of the state-imposed stigma of segregation. In order to be effective, such a transfer arrangement must grant the transferring student free transportation and space must be made available in the school to which he desires to move.*

(<http://www.law.cornell.edu/supremecourt/text/402/1>)

The most controversial topic in the opinion was busing. In his opinion, Burger stated that busing was a suitable "remedial technique" for achieving desegregation. White students in suburban Mecklenburg County had protested the very possibility that they be bused into Charlotte to attend school. Burger's ruling increased tensions. During the era of segregation, southern states had used busing to transport African American student's distances of 50 miles or more to attend black schools, so some believed that the Supreme Court was meting out retribution for segregation on southern white students.

(<http://www.northcarolinahistory.org/encyclopedia/296/entry/>)

What solution was used to achieve desegregation in the schools?

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What connections do you see between the judge’s decision in North Carolina and Portland Public Schools’ response to desegregation?

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**Document 6:**

**Comprehensive Desegregation Plan (CDP) for Portland Public Schools, from Johnson, E., and F. Williams. 2010. "Desegregation and Multiculturalism in the Portland Public Schools". *OREGON HISTORICAL QUARTERLY*. 111 (1): 27.**

On April 14, 1980, after negotiations involving the BUF, the CCSI, and other concerned community members, PPS adopted the Comprehensive Desegregation Plan (CDP). The seven goals of the CDP were:

1. To avoid and eliminate inequitable compulsory burdens imposed by desegregation;
2. To increase desegregation and integration through equitable means;
3. To provide education which more fully meets the needs of each child;
4. To create an excellent multicultural/multiethnic education for all children;
5. To promote interracial acceptance and understanding among students and staff;
6. To increase educational choice for all children in the district; and
7. To comply with federal and state laws, policies, and regulations.<sup>82</sup>

The BUF played a significant role in the creation of this plan and signed off on the final version. Although PPS had up to that point manifested a pattern of resistance to change, with the publication of the CDP, many community members felt hopeful for the future. Steve Buell, a school board member from 1979 to 1983, commented that, at the time, the plan “felt like a huge accomplishment.”<sup>83</sup>

Who participated in the creation of the Comprehensive Desegregation Plan?

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Why would Portland Public Schools need a desegregation plan? Look at the paragraph below the seven goals. Why would this plan be “a huge accomplishment?”

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**Document 7:**

**1982 Black United Front School Board Protest, from Johnson, E., and F. Williams. 2010. "Desegregation and Multiculturalism in the Portland Public Schools". *OREGON HISTORICAL QUARTERLY*. 111 (1): 29.**



*Ron Herndon stands on a table (in white sweater) at this 1982 BUF school board protest. At right, behind the table, is school board member James Fenwick. Protesters are angry about the placement of Harriet Tubman Middle School.*

Read the source information above the image and the caption below the image. Who is involved in this protest?

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Why do you think they are so angry? How do you think the Portland Public Schools' board member responded?

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**Document 8:**

**Completed Citizen Budget Review Questionnaire, from Otto and Verdell Rutherford Family Collection, Special Collections, Portland State University Library (Series 3: Community (Churches, Education, History, Organizations and Unions, Box 8, Folder 4)**

School Name Dingo

2/22/83

PLEASE COMPLETE THIS QUESTIONNAIRE AS A COMMITTEE.

PART I: Questions regarding budget reduction priorities.

DESCRIPTION	Adopted 82-83 BUDGET	No Reduction	Major Reduction			
<b>* EARLY CHILDHOOD EDUCATION</b>						
Pre-School	\$ 931,900	1	2	3	4	5
Desegregation	1,787,586	1	2	3	4	5
<b>* ESL/BILINGUAL</b>						
	3,654,054	1	2	3	4	5
<b>CENTRAL ADMINISTRATION SUPPORT SERVICES</b>						
Board of Education Services	325,414	1	2	3	4	5
Management/Finance Services	410,987	1	2	3	4	5
Area I & II Administration Services	888,775	1	2	3	4	5
Office of Superintendent Services	442,772	1	2	3	4	5
Administration/Operation Services	392,862	1	2	3	4	5
District Programs Services	1,142,158	1	2	3	4	5
Deseg./Community Relations Serv.	474,712	1	2	3	4	5
Communications/Intergov. Relations	358,240	1	2	3	4	5
Evaluation Services	710,562	1	2	3	4	5
Staff/Instructional Services	683,984	1	2	3	4	5
Management-Data Process. Services	1,923,318	1	2	3	4	5

\* A reduction in these two programs will also create savings in the transportation budget.

How much money from the Portland Public Schools' budget was going to desegregation during the 1982-83 school year? What reductions were suggested based on the survey?

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Look at the bottom of the page. What would the money be used for based on the reductions?

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**Document 9:**

**Citizen Briefing Handbook, PPS Citizen Budget Review, 1983-1984, from Otto and Verdell Rutherford Family Collection, Special Collections, Portland State University Library (Series 3: Community (Churches, Education, History, Organizations and Unions, Box 8, Folder 4)**

The Board promised in one of these resolutions to develop an equitable comprehensive plan for desegregation/integration. The plan is as follows:

I. POLICY

It shall be the policy of the Portland Public Schools that integration is among our highest priorities. Integration shall be viewed as the complete elimination of barriers to educational attainment resulting from prejudice, racism, class differences and/or institutional discrimination. In pursuing integration, we shall seek genuine respect for individuals as well as mutual understanding and acceptance of ethnic and cultural diversity throughout our schools. It shall be the policy of this Board, as one element of society, to insure aggressively that every child is afforded an equal opportunity, and that public school resources are employed to combat the negative forces in society which tend to conspire against the educational opportunities guaranteed every child in the democratic community.

How does this policy compare to the language used in document 6? What do you notice?

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What does this document tell you about Portland Public schools and desegregation?

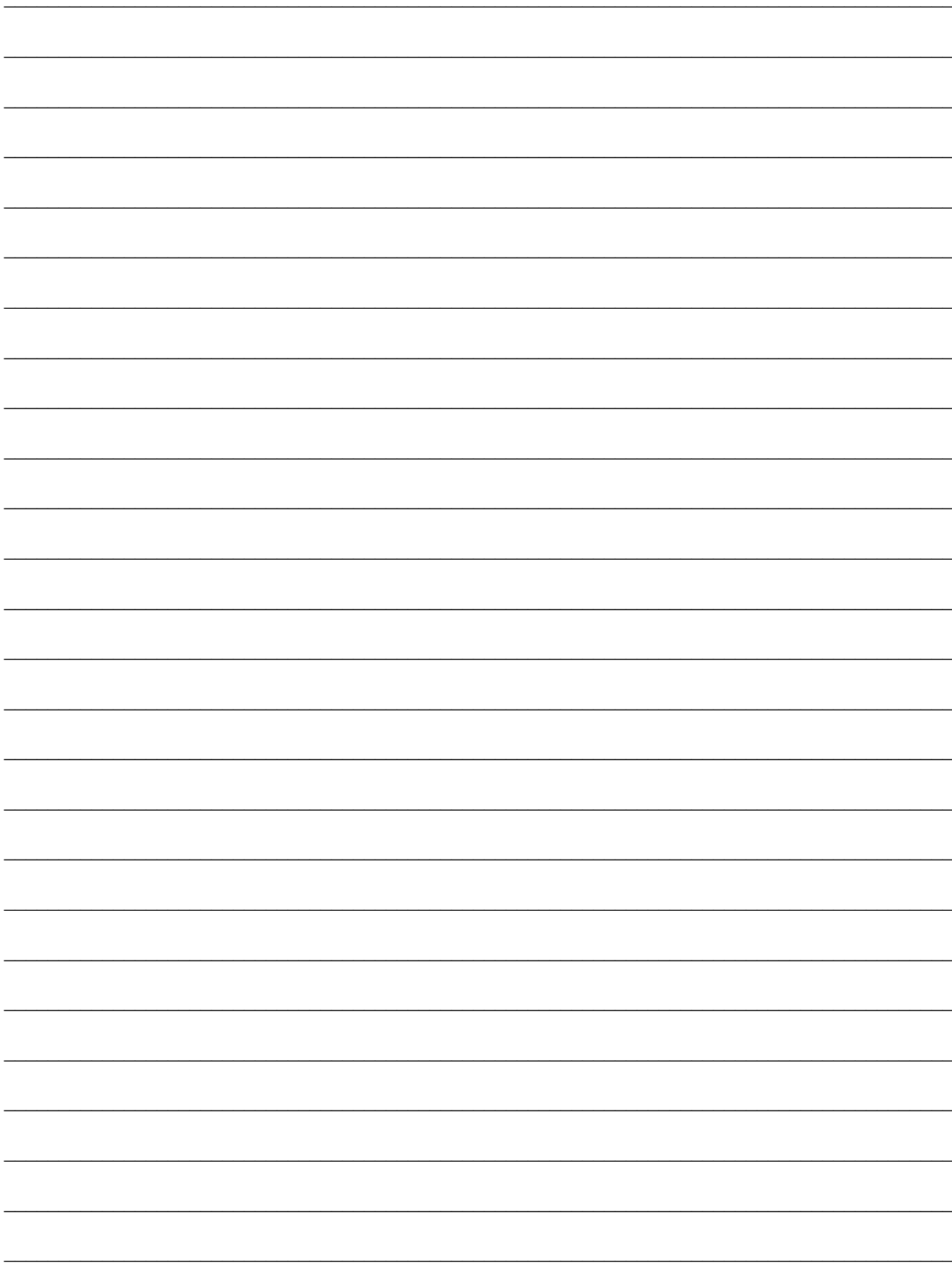
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## DBQ Desegregation Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

This rubric identifies the criteria used in grading DBQ essay.

<b>4 (highly proficient)</b>	<b>3 (proficient)</b>	<b>2 (nearing proficiency)</b>	<b>1 (working toward proficiency)</b>
Strong thesis, in response to the question.	Has a thesis, in response to the question.	Thesis, in response to the question is unclear or incomplete	There is no thesis, or simply restates the question
Supports thesis with substantial relevant and accurate outside information.	Supports thesis with relevant outside information.	Supports thesis with little outside information, or some inaccuracies	Supports thesis with little outside information, or some inaccuracies
Accurately uses evidence from the documents	Uses evidence from the documents	Uses evidence from the documents	Uses no evidence from the documents
Correctly cites the docs	Correctly cites the docs, with minor errors	Consistently does not cite documents correctly.	Does not cite documents.
Effectively uses a minimum of six documents	Uses four to five of documents.	Uses three or fewer documents	Uses no documents
Clear organizational structure with accurate spelling and grammar	Has an organizational structure. Minor errors in spelling and grammar.	Organizational structure is unclear with spelling and grammar errors	There is no organizational structure. Spelling and grammar errors interfere with understanding.
Strong understanding of the topic.	Basic understanding of the topic.	Little understanding of the topic.	Does not understand the topic.