

2015

Unit Plan: Examining the Struggle for an Equitable Education System in Portland, Oregon

Melinda Gale
Portland State University

Oliver Brown
Portland State University

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Recommended Citation

Gale, Melinda and Brown, Oliver, "Unit Plan: Examining the Struggle for an Equitable Education System in Portland, Oregon" (2015). *African American History in Oregon: Lesson Plans*. 1.
https://pdxscholar.library.pdx.edu/hist_lessonplan/1

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Unit Plan: Examining the Struggle for an Equitable Education System in Portland, Oregon

Authors: Melinda Gale and Oliver Brown

This unit is designed for five 90 minute periods in US history or African American history

Unit Overview

Using an array of primary sources, as well as select secondary texts, students will investigate the history of segregation, desegregation, and multicultural school reforms in Portland, Oregon. The unit will explore the relationship between local community organizations and Portland Public Schools, having students evaluate the effectiveness of both groups in terms of school reform. In the culminating project students will create a three-minute policy proposal that they present as testimony in a Portland Public Schools Board meeting.

Unit Essential Questions:

Are there equal opportunities for all students in Oregon regardless of ethnicity?
Evaluate the effectiveness (or ineffectiveness) of both schools' and local activists' efforts to ensure equal treatment of and outcomes for all students regardless of ethnic heritage.

Student Prerequisite Knowledge:

Students will have studied the national Civil Rights Movement (1940's to 1968)
Students will have previously worked with terms and concepts: Jim Crow, segregation, Brown v Board of Education, civil disobedience, Civil Rights Act of 1964, and affirmative action

See individual lesson plans for specific standards addressed by the unit.

Teaching Guide:

EducEquitylessonsTeacher'sGuide

Lesson Plan 1: Evaluative Timeline: Equal Opportunity and Education in Oregon

In this lesson, students will discuss and evaluate the effects of significant civil rights related events in Oregon between 1840 and today. This lesson is designed for one 90-minute class.

Teaching Plan and Links:

EducationEquityUnit1TeachingGuide

Handouts:

Oregon Timeline of Events Handout:

Clark's Doll Test:

Web: <http://www.naacpldf.org/brown-at-60-the-doll-test>

Clark's Doll Video: https://www.youtube.com/watch?v=z0BxFRu_SOw

Lesson Plan 2: A study of *To Life as We Climb: A Textbook Analysis of the Segregated School Experience*, by Anthony Pellegrino, Linda Mann, and William Russell

In this lesson, students will evaluate what textbook editors choose to include in the narrative of race relations, as well as the complexity and long term significance of the content choices those editors make. After completing the lesson, students will have developed personal criteria for evaluating narrative, context, and content in history textbooks related to African American education in the United States and will be able to discuss the implications of agency as a factor in African American education. This lesson is designed for one 90-minute class.

Teaching Plan and Links:

EducationEquityLesson2

Handouts:

Handout A:

ExaminingTextsHandoutA

Handout B:

ExaminingTextsHandoutB

Final Group Discussion Questions:

Final Group Discussion Questions

Lesson Plan 3: The Desegregation of Portland Public Schools

This lesson explores the question of whether Oregon schools have effectively promoted equal opportunities for all students, regardless of ethnicity. In doing so, students will evaluate how effective desegregation efforts have been and analyze different perspectives in the current debate on combating de facto segregation. Utilizing scholarly articles, newspaper articles, and other primary documents, students will be asked to take positions and debate, and ultimately take a position on the effectiveness of Portland Public Schools desegregation efforts and whether the goal of racial and ethnic school desegregation is a worthwhile endeavor. This lesson is designed for one 90-minute class.

Teaching Plan and Links:

EducationEquityLesson3

Lesson Plan 4: The Baseline Essays

In this lesson, students will examine whether or not Oregon schools have effectively promoted equal opportunities for all students regardless of ethnicity through the examination of the controversial “Baseline Essays”. “Baseline Essays” were utilized by PPS in its attempts at desegregation under the consultation of Dr. Asa Hilliard III during the 1980’s. The term when used by Portland Public Schools means a series of essays that gives information about the history, culture and contributions of a specific geo-cultural group in the areas of art, language arts, mathematics, science, social science and music. But were they an effective tool? In this lesson, students will develop their own conclusions about the efficacy of the Baseline Essays and decide whether they would utilize them in their own school district. This is designed for one 90-minute class period.

Teaching Plan and Links:

EducationEquityLesson4

Handouts:

BaslineEssaysHandout

Lesson Plan 5: DBQ Education and the Struggle for Equality Opportunity in Portland Public Schools

In this culminating lesson, students examine six primary document packets relating to the struggle to establish equal rights in Portland Public Schools. After carefully analyzing each document and answering as a group “guiding questions” about each of the documents, the groups will prepare and present a three minute testimony to the “mock” PPS board in which they present their findings about the following questions:

1. How do schools effectively promote equal opportunities for all students regardless of ethnicity?
2. Have state or federal laws effectively tackled the issue of segregation and equal opportunity? (Reference your timeline information for this.)

3. Have community activists (the NAACP, teachers, student, parents) been effective in ensuring equal treatment of and outcomes for all students regardless of ethnic heritage?

Teaching Plan and Links:

EducationalEquityDBQ

Handouts:

Student Directions:

EducationEquityDBQStudentDirectionsHandout

DBQDocuments&GuidingQuestionsPacket:

EducationEquityDBQDocuments

Lesson Plan 1:

Evaluative Timeline: Equal Opportunity and Education in Oregon

Objective: Students will discuss and evaluate the effects of significant civil rights related events in Oregon between 1840 and today.

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.

Oregon Department of Education Standards:

HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

HS.10. Evaluate a historical source for point of view and historical context.

Time Needed: One 90 minute block

Materials Needed:

- Handout: Oregon Timeline of Events (below)
- Highlighters, Rulers, pens
- Materials/Handouts
- Information about Clark’s Doll Test in which psychologists used dolls to study children’s ideas about race: <http://www.naacpldf.org/brown-at-60-the-doll-test>
- Video: Kiri Davis—a Girl Like Me: https://www.youtube.com/watch?v=z0BxFRu_SOw

Hook or Introduction:_(5-15 min)

Option A: (5 minutes) Ask students to consider the statement:

“The fact that Oregon entered the union as the only state to ever have an exclusion clause prohibiting blacks from legally residing in the state is more significant than any legislation to come after.” To what extent do you agree?

Option B: (15+ minutes) Use this option if you have additional time.

Tell students about the Clark’s Doll Test. Have them watch the video of this same event in 2012 https://www.youtube.com/watch?v=z0BxFRu_SOw

Play this from 3:20-4:58. Discussion might focus on categorizing the types of factors that lead to this result: social, political, and economic. What is the role of segregation, education, and employment opportunities?

Instruction: (60 min)

Hand out Oregon Timeline of Events and allow students to individually read, highlight and rank their top 8 events in the margin of the document. Students select those events that are most significant to them in terms of promoting or inhibiting equal opportunity for students of color in Oregon. (10 min)

Students will then engage in small group discussion in which they share their initial decisions and attempt to reach a consensus. Encourage students both to argue their positions and to be open to changing their mind about the relative importance of certain events with regard to positive and negative impacts on equal opportunity for students of color. (15 min)

Have each group share out their most positive/least positive event and explain their decisions. What were the most difficult decisions to make? (10 min)

(If time allows you may want to do a class timeline based on total numbers of students who select each event.

Students should document their final selection on the timeline and write a justification for why they chose each event (25 minutes).

Closure: (10 min)

Exit slip: Are there equal opportunities for all students in Oregon regardless of ethnicity? This can be presented orally or in writing.

Assessment of Student Learning: Timeline and content of justifications should show evidence of logical and critical thinking

Modifications and Extensions:

- Students may finish the assignment out of class as needed.
- Provide an abbreviated timeline of events for students who need support in reading and writing and reduce the written requirement to 5 justifications.
- Provide vocabulary list for English Learners and annotated timeline materials as needed.

Oregon Timeline of Events

Directions: Take 10 minutes to read the list of 25 events in Oregon from 1844 to today. Use a highlighter to indicate significant explanations as you go. Select 8 of the events on the list that seem most significant to you in terms of promoting or inhibiting equal opportunity for students of color in Oregon. Rank your events from 1 (most significant) to 8. Then in your groups of 4 you will have 15 minutes to discuss your selections and attempt to reach a consensus. At the end of the discussion you will use your final 8 to create an evaluative timeline.

1844 Acts to prohibit slavery and to exclude Blacks and Mulattoes from Oregon The infamous “Lash Law,” required that Blacks in Oregon – “be they free or slave – be whipped twice a year until he or she shall quit the territory.” It was soon deemed too harsh and its provisions for punishment were reduced to forced labor.

1857 Oregon’s Exclusion Law Amended the Oregon Constitution to keep Blacks out of Oregon. (Much of this racist language was not removed from the official Constitution until 2000.) The state’s African American population faced either leaving the state or suffering southern-style segregation well into the 20th century. Oregon became the only state admitted to the Union with an exclusion law written into a state’s constitution.

1862 Anti-miscegenation laws. Oregon adopted law requiring all Blacks, Chinese, Hawaiians (Kanakas), and Mulattos (an archaic term referring to people of mixed ethnic heritage) residing in Oregon to pay an annual tax of \$5. If they could not pay this tax, the law empowered the state to press them into service maintaining state roads for 50 cents a day. Also, interracial marriages were banned in Oregon. It was against the law for whites to marry anyone ¼ or more Black.

*1863 The Emancipation Proclamation Abolished slavery in territories occupied by the Union Army & permitted African American men to join the Union Army.

*1868 The Fourteenth Amendment. Endowing African Americans with citizenship, passed in Oregon and throughout the country. A clause in the 14th Amendment, “excluding Indians not taxed”, prevented Native American men from receiving the right to vote. Though this amendment established full citizenship rights for people of Mexican heritage born in the U.S., often the Indian heritage of Mexicans was used to exclude and deny them rights.

1879 Chemawa Indian Boarding School opened in Salem. Oregon as the third such boarding school in the nation. These schools were designed to assimilate Indian children into white culture and teach them vocational skills. Students were prohibited from speaking their tribal languages or practicing any of their traditional customs or culture. (This Indian School still operates in Salem, but without the extreme notions of assimilation of its original intent.)

1901 Oregon Legislature created the initial statewide system of high school education

1914 The Portland chapter of the NAACP founded

1919 Portland Board of Realty approved a “Code of Ethics” Prohibits realtors and bankers from selling property in white neighborhoods to people of color or providing mortgages for such purchases.

1923 The Oregon state legislature is dominated by members of the Klan

1926 Oregon repealed its Exclusion Law Law had barred Blacks from the state, by amending the state constitution to remove it from the Bill of Rights.

1939-

1945 WWII Oregon’s African-American population grew substantially In Portland increasing from 2,565 in 1940 to 25,000 in 1944. Over 7,000 “non-white” workers were employed in the Portland shipyards. Although Kaiser had promised good jobs in the shipyards, local unions resisted integration. Many help-wanted notices specified “white only.” After pressure from NAACP, the Kaiser Brothers, a federal inspection team and a reprimand from President Roosevelt, the unions compromised. More skilled jobs were opened to Blacks, but only for the duration of the war. Blacks were allowed to work in union controlled shops and paid union dues, but were denied union benefits. To accommodate the influx of workers, a new town was built in the lowland area adjacent to the Columbia River just north of Portland. First called Kaiserville and then Vanport, it was the world’s largest housing project with 35,000 residents making it the second largest community in Oregon. With this rise in diversity in populations came signs throughout Portland: ‘We Cater to White Trade Only.’”

1948 Oregon realtors followed the “National Realtors Code” Proclaimed that “a realtor shall never introduce into a neighborhood members of any race or nationality whose presence will be detrimental to property values”.

1951 Oregon repealed its law prohibiting interracial marriages.

1962 NAACP charged Portland with having racially segregated schools.

*1964 The Civil Rights Act of 1964 outlawed unequal application of voter registration requirements. It also prohibited racial segregation in schools, in the workplace and by facilities that served the general public ("public accommodations.") It invalidated the “Jim Crow” laws, but attitudes and behaviors did not change just because of this federal law.

1967-69 PPS Failed Reform Policies Racial tensions escalated into riots in Portland’s African American communities.

Until 1980, Portland used what amounted to mandatory busing to “improve” racial balance of public schools. Ron Herndon, & members of the Black United Front, worked to stop busing. The Portland School Board eventually responded with a plan to desegregate schools “voluntarily”: by ending forced busing; infusing the city’s black schools with extra money and teachers, creating additional “magnet” schools in black neighborhoods and letting black and white students transfer out of their neighborhoods to

different schools. For the first time, all students, regardless of race, could attend their neighborhood school or go elsewhere. The idea was to boost the quality of the black schools (to attract white students) and to give black students the choice to move to white schools. It had very limited impact, and Portland schools remained very segregated.

1991 Oregon Legislature passed the Minority Teacher Bill Set the goal that by the year 2001 the number of minority teachers and administrators shall be approximately proportionate to the number of minority children enrolled in public schools. This goal was not reached by 2001, nor is it currently the reality for Oregon schools.

1999 Oregon Legislature passed Senate Bill 103. Multicultural education policy for public schools called for the development and implementation of guidelines to be developed by the Oregon Department of Education by 2003. 2000, The Oregonian reported that Ron Herndon arranged a mock casket demonstration in front of the Portland School Board and orchestrated demonstrators shouting: "We're all fired up! Can't take no more! No more promises! No more lies!" The mock coffin symbolized the "death sentence" Portland Public Schools handed to low-income and minority students because of the achievement gap between them and white students in reading, math and writing.

2007 Oregon School Activities Association (OSAA) confirmed that racial slurs and inappropriate actions occurred during and after games at the state basketball tournament between Portland's Roosevelt High and two Eugene schools, Churchill and North Eugene. Students from the three schools met and worked together on reconciliation and understanding in order to create a positive outcome from ugliness.

2008 16 Oregon high schools have mascots that many Indians feel ridicule their heritage OSAA has no regulatory authority. Only the Oregon Department of Education can address this issue.

2010 30% of Multnomah County's students of color have less than a high school diploma

This number is 6.7% for whites

¹ [2010 Report Coalition for Students of Color](#)

Lesson Plan 2:

Textbook Analysis--Levels of Questions Teaching Strategy

Lesson Background: All of the text content for this lesson comes from Anthony Pellegrino, Linda Mann and William Russell, *To Lift as We Climb: A Textbook Analysis of the Segregated School Experience* (2013). The lesson objective is not meant to have students critique the textbooks themselves (as the article does) but rather to allow students the opportunity to consider what editors choose to include in the narrative of race relations, as well as the complexity and long term significance of the content choices those editors make. The excerpts then are not meant to fairly reflect the quality of the textbooks themselves but simply serve as a vehicle for students to consider varied treatment of comparable topics with some analysis. The material for this lesson is adapted from *Facing History and Ourselves*.

Goal: Students will develop questions of increasing complexity with regard to history textbook excerpts and use these questions to evaluate text excerpts

Objectives: Students will develop personal criteria for evaluating narrative, context and content in history textbooks related to the issues of African American education in the United States.

Students will discuss the implications of agency as a factor in African American history.

Common Core Standards:

9-10. RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Oregon Department of Education Standards:

HS.10. Evaluate an historical source for point of view and historical context.

Time Needed: one 90 minute block

Materials Needed:

- Did you know? 2014 <https://www.youtube.com/watch?v=XrJfDUzD7M>
- Hand-outs A and B (1 per student)
- Supplementary Background Information (have these on each desk for reference)

Hook Option 1: (10 minutes) ADVANCED Watch Video: Did you know? (2014) Have students watch the video and ask them to consider how the proliferation of data and access to data affects what information a US history textbook might include.

Post-video discussion:

Given that we can't include everything (and couldn't even before the data revolution), who decides what goes in the text? Who should decide? What are the criteria today? What should be the criteria? Are textbooks democratic? Does access to more information get society closer to 'the truth'?

In what ways might it matter what parts of the story we tell, what we emphasize, what we omit?

Or

Hook Option 2: (10 minutes) Students will define and discuss the word agency by considering the difference between these statements:

- André wrote an excellent paper
- And
- André's teacher taught/allowed/pushed him how to write an excellent paper.

Is it possible for both statements to be simultaneously accurate? What if André already knew how to write an excellent paper? What if André had spent 5 hours at the library working in his free time with a writing tutor? Etc.

Depending on the class, you may want to actually pose the guiding question: What if textbooks narrate the story of African American history and blacks are acted upon rather than acting to create their own solutions?

You can either have students respond in writing first, then discuss in pairs, groups, or as a class or complete this exercise verbally as a class.

Body: (60 minutes)

1. (15 minutes) Pair students so that even pairs of students have handouts A and B.

If students are not familiar with the "Levels of Questions" activity, you may want to go through Text 1 in each packet as a whole class. Ideally students should have done this kind of activity previously. Allow students 5 minutes to read the three texts. Students should discuss the texts with their partner and brainstorm 3-5 questions for each category. Students will then choose one of the questions to write down. Be sure that students discuss, generate multiple questions then choose one.

2. (20 minutes) Pairs should then switch documents. Students remain with the same partner but receive the opposite letter handout with the questions written on it. In pairs students should read the new texts and written-in questions, discuss the questions and generate possible answers.
3. (20 minutes) Students return handouts to the original owner and fold into a group of 4 (2 A's, 2 B's). A-B Groups should discuss the following discussion questions (they are also in the handout):
 - a. What was the most interesting question or point to consider in this activity?
 - b. There are very few, if any, U.S. history textbooks adopted by school systems that do not include some information about education for African Americans. What can we infer from this fact?
 - c. "In American history and government, the narrative presented is often a story of triumph and progress glossing over or ignoring episodes of the past that challenge American exceptionalism [the idea that the US is always right and the US story is one of triumph].
 - d. What are the advantages of telling a story of triumph for individuals? For communities? For nations and building nationalism?
 - e. Evaluate the claim, "High school history textbooks often fail to address African American agency in telling the story of the United States civil rights movement."
 - f. Develop 4-5 qualities of an excellent US history text.
4. (10 minutes) Class discussion of themes. Teacher may elicit responses/questions to specific text or ask students to share answers to discussion questions.

Informal Assessment Tool:

(5 minutes) Exit slip. Ask students to write an answer to any of the final discussion questions.

Extensions/Modifications:

1. This lesson requires high-level analytical and communicative skills. For ELL/IEP students, an appropriate modification might be to give students the questions rather than have them generate the questions. Alternate questions might be: What does the text tell you? (summarize)

2. What is good/bad about the explanation (evaluate)?
3. What might be missing from the story (generalize)?

An obvious extension of this activity would be to have students research and then write a history text entry focusing on Brown v. Board or African American education.

Supplementary Materials/Handouts:

Pellegrino, Anthony and Mann, Linda. "To Lift as We Climb: A Textbook Analysis of the Segregated School Experience." High School Journal, Vol. 96, No. 3. (February/March 2013), pp. 209-231. (<http://dx.doi.org/10.1353/hsj.2013.0009>)

Examining History Textbooks

Name:

Handout A

Period:

Student Instructions: Read each of the following excerpts about African American education in US History. Then, working with a partner who has the same handout, you will develop 3 different kinds of questions. Your questions should follow the kinds of questions outlined in the chart below. The overall information you are seeking to consider relates to what makes a "good" (complete, balanced, accurate) historical account of the information.

Kind of Question	What it does	Words that might be useful
Level 1: Fact Based	Answered explicitly by information in the text	Explain Describe Summarize Identify Give examples
Level 2: Inferential	Can be answered through analysis and interpretation.	Interpret Analyze Criticize Compare/Contrast Categorize
Level 3: Universal	Open-ended questions	Justify To what extent? Assess the best solution for What evidence supports the idea that...?

Textbook 1: Discovering Our Past: A History of the United States 2013

Americans in 1865 went to school for an average of just four years. However, in an industrialized, urbanized nation, education was increasingly the key to success. Many believed that young people needed more education. As a result, legislatures across the country began to pass new laws. By 1914 most states required children to have at least some schooling. More than 80% of children between the ages of 5 and 17 were enrolled in school...In the South, many African Americans received little or no education. In many parts of the country African Americans had to attend poor-quality schools that were segregated – separate from schools for white students. (589 quoted on 222)

Level 1 Question:

Level 2 Question:

Level 3 Question:

Textbook 2: United States History LaPansky-Werner 2011

In the summer of 1908, a white mob in Springfield, Illinois, attempted to lynch two African American prisoners in the city jail. Upon learning that the prisoners had been removed to safety, the rioters turned their anger against the city's black residents, killing two people and burning 40 homes...The Springfield riot also got the attention of a number of white reformers. They now acknowledged the need to help African Americans protect their lives, win the right to vote, and secure their civil rights. In 1909, they joined with leaders of the Niagara Movement to form the National Association for the Advancement of Colored People (NAACP). (567 quoted on 223)

Level 1 Question:

Level 2 Question:

Level 3 Question:

Analytical Text:

The Black community... [created and] promoted cultural and intellectual growth using ...their own resources, rather than [relying on] White benevolence [kind acts], to construct the foundations of free Black life in the United States. Emphasizing collective self-help and both formal and informal mutual support networks, African Americans established independent churches and schools. Moreover, they reflected the value placed on creating institutions they controlled by embracing the deep-seated desire to learn and attain an education that was associated with freedom, empowerment and the rights of citizenship” (213)

Level 1 Question:

Level 2 Question:

Level 3 Question:

Examining History Textbooks

Name:

Handout B

Period:

Student Instructions: Read each of the following excerpts about African American education in US History. Then, working with a partner who has the same handout, you will develop 3 different kinds of questions. Your questions should follow the kinds of questions outlined in the chart below and the overall information you are seeking to consider relates to what makes a “good” (complete, balanced, accurate) historical account of the information.

Kind of Question	What it does	Words that might be useful
Level 1: Fact Based	Answered explicitly by information in the text	Explain Describe Summarize Identify Give examples
Level 2: Inferential	Can be answered through analysis and interpretation.	Interpret Analyze Criticize Compare/Contrast Categorize
Level 3: Universal	Open-ended questions	Justify To what extent? Assess the best solution for What evidence supports the idea that...?

Textbook 1: American Anthem, Ayers 2009

Linda Brown, an African American third-grader in Topeka, Kansas, lived just blocks away from the nearest elementary school. However, that was a whites-only school, so she had to walk five blocks and then take a bus for two miles to reach the elementary school for blacks. (913 quoted on 225)

Level 1 Question:

Level 2 Question:

Level 3 Question:

Textbook 2: United States History, LaPansky-Werner 2011

All nine of the Courts' Justices supported the Brown decision, which was written by the newly appointed Chief Justice Earl Warren. "Does segregation of children in public schools solely on the basis of race...deprive the children of the minority group equal education opportunities?" Warren asked in his decision. "We believe that it does." (919 quoted on 225)

Level 1 Question:

Level 2 Question:

Level 3 Question:

Analytical Text:

Event-focused coverage, while not necessarily misleading, does little to foster a sense that the Black educational experience was long-fought and with active participation of African Americans from systems established and maintained by the Black Community (Anderson, 1988; Siddle Walker, 1996) (226)

Our collective memory of the Black educational experience continues to be episodic [sometimes missing parts of the story] and typically carries the notion that White intervention was the sole means by which Black children were afforded opportunities to learn... Ignorance of past and current racism and fundamental inequality in American society for people of color accounts for perpetuation of misunderstandings in contemporary cultural dynamics and the interwoven associations found among Americans. (214)

Level 1 Question:

Level 2 Question:

Level 3 Question:

Final Group Discussion Questions:

Discuss each of the following questions. You may focus on the questions that most interest you but be certain that each person in the group responds to each question. Be prepared to share your answers with the class.

1) What was the most interesting question or point to consider in this activity?

2) There are very few, if any U.S. history textbooks adopted by school systems that do not include some information about education for African Americans. What can we infer from this fact?

3) “In American history and government, the narrative presented is often a story of triumph and progress glossing over or ignoring episodes of the past that challenge American exceptionalism [the idea that the US is always right and the US story is one of triumph].

What are the advantages of telling a story of triumph?

For individuals?

For communities?

For nations and building nationalism?

4) Evaluate the claim, “High school history textbooks often fail to address African American agency in telling the story of the United States civil rights movement.”

5) Develop 4-5 qualities of an excellent US history text.

Supplementary Materials:
Textbook Analysis: Supplementary Information

<p>African American Education in the US:</p>	<p>Brown v. Board of Education</p>
<p>Historians/academics have found that...</p> <p>African American schools were “embedded in their communities” (Johnson, 2004)</p> <p>Provided students with exemplary educational qualities including: caring teachers (Hundley, 1965)</p> <p>Provided teachers with exemplary administrative leadership (Siddle-Walker, 1969)</p> <p>Provided high academic and moral expectations (Morris and Monroe 2009)</p> <p>Provided a robust curriculum (Anderson, 1988)</p> <p>Provided a supportive community (Fairclough, 2004)</p> <p>Black graduates went on to higher education at Historically Black Colleges and Universities (HBCU’s) as well as renowned White universities and succeeded at every level of academia (Anderson, 1988)</p>	<p>Brown v. Board was the culmination of 5 different court challenges; all 5 were sponsored by the NAACP</p> <p>NAACP recruited and vetted plaintiffs for Brown case</p> <p>Linda Brown’s school is of equal quality to White school</p> <p>Oliver Brown was chosen as the lead name strategically because NAACP thought the US Supreme Court Justices would respond better to a man</p> <p>Charles Hamilton Houston, one of several lawyers who argued the case, was a black, Harvard graduate and the first African-American editor of the Harvard Law Review. Houston went on to train Thurgood Marshall.</p> <p>Chief Justice Earl Warren is also known for his work as Attorney General during WWII to forcibly remove Japanese Americans to internment camps</p> <p>For a period of 2 years Mr. Burnett had attempted to have Topeka Public School officials choose to voluntarily integrate schools; filing suit was a final strategy</p> <p>The National Association for the Advancement of Colored People (NAACP) and its legal offspring, the Legal Defense and Educational Fund, developed a systematic attack against the doctrine of “separate but equal.” The campaign started at the graduate and professional educational levels. The attack culminated in five separate cases gathered together under the name of one of them—Oliver Brown v. Board of Education of Topeka, Kansas. (Library of Congress Exhibit)</p>

Lesson #3:

Lesson: The Desegregation of Portland Public Schools

Purpose/Rationale: Students will examine whether Oregon schools have effectively promoted equal opportunities for all students regardless of ethnicity and consider how can schools better achieve this goal.

Lesson Goal: To expose students to the history of segregation in Portland schools, as well as introducing them to the different perspectives involved in the debate over current efforts to combat de facto segregation.

Lesson Objectives:

Students will evaluate the effectiveness of desegregation efforts.

Students will evaluate the worthiness of combatting de facto segregation and consider who should play what role in these efforts.

Common Core Standards:

9-10. RH2 Determine the central ideas or information of a primary or secondary course.

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

Oregon Department of Education Standards:

HS.35 Examine the pluralistic realities of society (e.g., race, poverty, gender, and age) recognizing issues of equity, and evaluating the need for change

Time Needed: One 90 minute block period

Materials / Resources:

The suggested documents for students to research from:

- Johnson, E., and F. Williams. 2010. "Desegregation and Multiculturalism in the Portland Public Schools". Oregon Historical Quarterly. 111 (1): 6-37.
(<http://www.jstor.org/stable/10.5403/oregonhistq.111.1.6>)
- 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.
(<http://www.law.umaryland.edu/marshall/usccr/documents/cr12d4528.pdf>)
- PPS 2013 demographics: http://www.pps.k12.or.us/files/data-analysis/2013_Enrollment_Summary.pdf

- Brown v. Board of Education 60th Anniversary: What's the State of Racial Integration at Portland Public Schools
(http://www.oregonlive.com/portland/index.ssf/2014/05/brown_v_board_of_education_60t.html)
- PPS Advisory Group Leans Toward Recommending an End to Neighborhood-to-Neighborhood School Transfers
(http://www.oregonlive.com/portland/index.ssf/2014/06/pps_advisory_group_leans_toward.html)

Procedures:

1. Students begin class with a Quick Write responding to the following prompt: Should efforts be made to ensure that schools be as racially and ethnically desegregated as possible? Why/why not? If so, whose role is it to lead these efforts?
2. Students are assigned one of four positions to research and argue:
 - a. The desegregation efforts in Portland Public schools, beginning in the 1960's have been effective.
 - b. The desegregation efforts in Portland Public schools, beginning in the 1960's have been ineffective.
 - c. Ensuring our schools are racially and ethnically desegregated is a worthwhile goal.
 - d. Ensuring that our schools are racially and ethnically desegregated is not a worthwhile goal.
3. Students utilize the documents provided by the teacher to find evidence and reasons that support their position (groups can work together and share a computer if needed, or, in the case of no class computers, teacher can print out document packets).
4. After researching their positions, each group confers briefly to share findings and/or help each other clarify any points-of-confusion.
5. Students participate in a "Silent Debate." The As go up against the Bs, and the Cs match up with the Ds. In this debate the students respond to one another by (silently) writing on a paper. For example, a member of Group A will write down a piece of evidence from the documents that supports their position, and then a member of Group B will respond with a written rebuttal. Students are expected to cite their findings.

-- These debates can be one-to-one match-ups, or, depending on your students,

can consist of multiple As vs multiple Bs -- given that they rotate turns as responders.

6. At the end of the silent debates, the teacher leads a brief share-out -- students are called on to identify the best evidence that the other side presented. During this time the students who did not argue the position being talked about are able to use their peers' stated evidence and fill out the worksheet that asks them to provide reasons that support each position.
7. Students are now allowed to abandon their given positions and participate in a philosophical chairs activity. The same questions are asked, the students stand on a given side of the classroom depending on their views, and then are given a chance to justify their position.
8. Closing activity: students compose a medium-Quick Write, in which they respond to the same question posed at the start of the class. This time students are asked to provide evidence that supports their views. Students turn-in the Quick Writes (both pre and post) as they exit the class.

Assessment: Teacher formatively assesses students based on their participation in the silent debates, as well as the share-outs.

Teacher uses the pre and post Quick Writes to assess student learning.

Modifications: The teacher may modify and/or annotate documents for students with varying levels of literacy comprehension. Spending extra time on step number 4 may be beneficial for students who are less adept at gleaning information from texts.

Extensions: An additional topic for students to explore further is PPS' current policy of "student-choice." Teacher can provide students with articles in favor of, and articles against the policy. Have the student describe how they would advise the district in regards to Student-Choice.

BLACK UNITED FRONT

"Now Is The Time"
P. O. Box 3976 97208
288-6700

The following is a summary of the Black United Front's plan for providing quality education for children in our community.

1. Black children deserve the opportunity to receive a quality education at their neighborhood school.
2. The BUF plan focuses on the improvement of education at neighborhood schools rather than the development of a complex system of redrawn school boundaries and reassignment of large numbers of children.
3. The option of all parents and children to choose schools outside their neighborhood remains in the current BUF proposal.
4. In order to provide Black children with sufficient positive role models, the Portland Public School system must develop a comprehensive affirmative action hiring plan. This plan will insure that schools will have at least the same percentage of Black administrators, teachers and support staff as the percentage of Black students in the system.
5. This plan gives the opportunity for parent participation in the selection and evaluation of teachers and principals.
6. The current school board desegregation guidelines require that the Black enrollment in a school cannot exceed 50% which implies that Black students cannot be educated without the presence of a white majority. This rule perpetuates a racist view of Black children's learning ability.
7. Existing desegregation laws and interpretations of the Constitution upon which these laws are based have been successfully challenged in other cities. The Board of Education and the community at-large should challenge laws that force Black children to participate in educational arrangements that have been academic and psychological failures.
8. The BUF ask that Eliot and Kennedy be made into middle schools so that children in our community can attend neighborhood middle schools.
9. The BUF insist that Black history and culture be made a part of the entire curriculum and that the total academic offering for our children be improved.

Black United Front press release circa 1979-'80 (Rutherford Collection, Portland State University)

Lesson #4:

The Baseline Essays: a High School Lesson Plan

Purpose/Rationale: Students will examine whether Oregon schools have effectively promoted equal opportunities for all students regardless of ethnicity and consider how can schools better achieve this goal.

Lesson Objectives:

- Students will identify the reasons why PPS decided to implement a curriculum incorporating multicultural education
- Students will articulate the reasoning underlying the praises, concerns, and critiques of the Baseline Essays
- Students evaluate the value of the Baseline Essays by using text-supported reasoning.

Common Core Standards:

9-10. RH2 Determine the central ideas or information of a primary or secondary course.
9-10. WHST. 9 Draw evidence from informational texts to support analysis, reflection, and research.

Oregon Department of Education Standards:

HS.35 Examine the pluralistic realities of society (e.g., race, poverty, gender, and age) recognizing issues of equity, and evaluating the need for change

Time Needed: one 90 minute block

Materials Needed:

T-chart graphic organizer

In-class Readings:

1. The Concept of Baseline Essays
<http://www.pps.k12.or.us/departments/curriculum/5024.htm>
2. Top 10 Problems with Baseline Essays - by Dave Reinhard, The Oregonian, April 16, 1994 (see below in Handouts)
3. An interview with Matthew Prophet :
http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199112_oneil.pdf
4. An actual Baseline Essay (students read introduction and possibly first section, if time permits): <http://www.pps.k12.or.us/files/curriculum/be-af-ss.pdf>

Procedures:

1. Students will read PPS' stated goals of the Baseline Essays. Students will pair-share their thoughts on the following question: Considering the stated purpose of these essays, and recalling the content from yesterday's lesson, what inferences can you make about the history textbooks from this era? i.e., For what problem did PPS feel that the Baseline Essays were the solution?
2. At this point, students write their initial claim to the prompt:
 - a. Would you support the implementation of the Baseline Essays at your school? Why/why not?
3. Students will then read an argument against the Baseline Essays, and an interview with PPS superintendent who makes his case in favor of the essays.
 - a. While students read these two articles they will be filling out a T-Chart with reasons for and against the Essays.
4. Students will read excerpt from a Baseline Essay. Students will look for/underline:
 - a. examples of bias
 - b. examples of information that can enhance multicultural understanding
 - c. anything the students question/wonder about
5. Students Pair-share, and then share out: what were their reactions to the Essay? How does it compare to the texts they read in school?
6. Students now return to the prompt:
 - a. Would you support the implementation of the Baseline Essays at your school?
 - b. Students answer, and then use a Support Your Position t-chart, in which on one side they provide reasons from the texts that support their position, and on the other side they provide reasons from their own experiences.
7. Share and discuss. Is this a worthwhile goal? How would you change the Baseline Essays?

Assessment:

- Teacher assesses student learning gains by looking at the evolution of student responses from their initial claim/hypothesis to the final claim. Is their answer better informed? Do they include evidence that supports their position?

Modifications:

Based on students' needs, teachers may choose to modify and/or annotate certain excerpts for select students.

Extensions:

For students for whom an extension would be beneficial, they are encouraged to read the introduction and first section of the following article: Zimmerman, Jonathan. Brown-ing the American Textbook: History, Psychology, and the Origins of Modern Multiculturalism.

Upon reading the noted sections, students should address the following prompts:

-- According to Zimmerman, how did the “liberal white establishment” during the 1940’s and 1950’s respond to calls for increased multicultural curriculum? Are the critiques of The Baseline essays similar or dissimilar to these arguments? How so?

-- What, do you think, is the primary purpose of multicultural curriculum? Is it for the sake of historical accuracy, or is it, as Zimmerman proposed, for benefit of the majority culture as much, or more, than it is for the minorities?

Handouts:

The Baseline Essays

Name _____

Stage 1.

Questions:

1) Considering the stated purpose of these essays, and recalling the content from yesterday's lesson, what inferences can you make about the history textbooks from this era? For what problem did PPS feel that the Baseline Essays were the solution?

Would you support the implementation of the Baseline Essays at your school? Why/why not?

Stage 2.

Fill in the chart below while reading the Oregonian article and the interview with PPS superintendent Prophet.

Reasons Against Baseline Essays	Reasons in Support of Baseline Essays

Stage 3.

Support Your Position

Answer the prompt and then use the chart to support your view with reasons and evidence

<p>Would you support the implementation of the Baseline Essays at your school?</p>
--

Evidence from class readings:	Reasons based on personal experience:
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In-class Readings:

#1: The Concept of Baseline Essays

The concept of the “Baseline Essays” was introduced by Dr. Asa G. Hilliard III consultant to the District's desegregation plan, in 1982. The term when used by Portland Public Schools means a series of essays that gives information about the history, culture and contributions of a specific geo-cultural group in the areas of art, language arts, mathematics, science, social science and music. The purpose of the essays is to provide the reader with a holistic and thematic history of the culture and contributions of a specific geo-cultural group from ancient times to the present. This will enable the reader to get a better understanding of the group's worldview--axiology (values) and epistemology (ways of knowing).

Source: Portland Public Schools website

<http://www.pps.k12.or.us/departments/curriculum/5024.htm>

#2: Top 10 Problems with Baseline Essays

by Dave Reinhard, The Oregonian, April 16, 1994

The Portland School District's African-American Baseline Essays have yet to become material for Jay Leno's monologues or David Letterman's top-10 lists, but not for lack of comedic potential. What's no laughing matter, however, is that some Portland School Board members -- Stephen Kafoury and Marty Howard -- still defend this contribution to feel-good, fallacy-filled history.

School boards are criticized, fairly and more often unfairly, for miss-educating children in their districts. Thanks to the African-American Baseline Essays, Portland's board has helped miss-educate kids in districts nationwide that use the essays. Quite a feat.

Yes, scholars with different perspectives can debate all kinds of things in the past. Yes, scholars have ignored the contributions of particular groups and individuals. But the African-American essays' pseudo-scholarship does little to further legitimate debate. In fact, to the extent they are equated with multicultural education, the essays undermine true multicultural education.

The essays basically make Egypt -- "The Land of the Blacks" -- the cradle of Greek and Western civilization. Thus, our culture derives from this black African land. Even Cleopatra, it turns out, was part black.

Maybe -- maybe -- all this will achieve the doubtful therapeutic aim of Afro-centric curricula and boost the African-American students' self-esteem. (Do European-American students draw their self-esteem from the Greco-Roman culture?) But it should matter just a bit that scholars -- black and white -- don't believe that ancient Egypt was black.

Indeed, Frank J. Yurco, an Egyptologist at Chicago's Field Museum of Natural History, holds that the ancient Egyptians varied in color and would have found our "primitive racial labels" baffling. "Land of the Blacks" is a mistranslation of an ancient Egyptian word, meaning "the black land" as in the black soil. As for Cleopatra, Yurco and Frank Snowden Jr., a black classicist at Howard University, think she was probably white.

Yurco has called the baseline's social studies essay "a melange of misinformation, inconsistencies, fallacies, half-truths and outdated information that is virtually valueless as scholarship." For a more complete critique, readers should see "The Disuniting of America" by Arthur Schlesinger, Jr., an American historian not known for reactionary views on racial issues.

The science essay comes in for similar treatment by Bernard Ortiz de Montellano. In a blistering critique, this anthropology professor at Detroit's Wayne State University writes that the science baseline's author, Hunter Havelin Adams III, relies on sources of varying and questionable quality.

An example of what can result? The essay's contention that Egyptians had a theory of evolution 2,000 years before Charles Darwin came up with his. The evidence? The routine use of the word "evolve" in what Ortiz de Montellano describes as an "unremarkable cosmological text." Adams' essay also promotes the "extra-terrestrial origin of the Nile theory" and the claim that those ever-busy ancient Egyptians experimented with air flight and electricity.

Ortiz de Montellano points out that Adams fails as well to differentiate between religion and science in discussing the Egyptians. "Apart from the questionable constitutionality of teaching religion (be it Christianity or Egyptian) in public schools, it will be a great disservice to the children taught in this curriculum to give them a distorted view of . . . science," he writes. "At some point these students will enroll in a traditional science class and will be at a disadvantage because of their quaint and erroneous view of what constitutes science."

Finally, this tidbit about the science essay's author ought to interest taxpayers who paid for his work and anyone who cares about what is taught in our public schools. While Adams was listed as a "research scientist" at Argonne National Laboratory in Illinois, the lab's public-information officer reported that he did no research there. He was an "industrial-hygiene technician" who collected air and other samples from labs. His highest degree is a high school diploma.

#3: An interview with Matthew Prophet:

http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199112_oneil.pdf

#4: An actual Baseline Essay (students read introduction and possibly first section, if time permits): <http://www.pps.k12.or.us/files/curriculum/be-af-ss.pdf>