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/watch?v=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).


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)
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.

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.”
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.
SOAPS + Claim

Analysis of historical documents, artifacts, maps, artwork, and other visual representations of an historical nature

<table>
<thead>
<tr>
<th>Questions to Ask</th>
<th>Response Sentence Frames</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>The subject of this document is:</td>
</tr>
<tr>
<td>Occasion</td>
<td>The author is creating this document at this specific time because:</td>
</tr>
<tr>
<td></td>
<td>The author is creating this document at this specific place because:</td>
</tr>
<tr>
<td>Audience</td>
<td>The author wants _________ (specific persons or groups) to see or use this document.</td>
</tr>
<tr>
<td>Purpose</td>
<td>The author’s purpose is to:</td>
</tr>
<tr>
<td>Speaker</td>
<td>The author is:</td>
</tr>
<tr>
<td></td>
<td>We should believe what the author has to say because:</td>
</tr>
<tr>
<td>Claim</td>
<td>The author wants to show that:</td>
</tr>
</tbody>
</table>
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, Elliot, 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 1973, 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 (Early Childhood Education Center)
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.
**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:


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

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

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**Table 2: Busing and Administrative Transfers**

<table>
<thead>
<tr>
<th>Year</th>
<th>Suburban Transfers</th>
<th>Elementary In-District Transfers</th>
<th>Secondary In-District Transfers</th>
<th>Total Number of Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>—</td>
<td>250</td>
<td>—</td>
<td>250</td>
</tr>
<tr>
<td>1965</td>
<td>—</td>
<td>359</td>
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<td>1966</td>
<td>—</td>
<td>388</td>
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<td>1967</td>
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<td>1968</td>
<td>98</td>
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<td>1969</td>
<td>113</td>
<td>332</td>
<td>—</td>
<td>645</td>
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<tr>
<td>1971</td>
<td>100</td>
<td>475</td>
<td>150</td>
<td>725</td>
</tr>
<tr>
<td>1972</td>
<td>105</td>
<td>1,262</td>
<td>319</td>
<td>1,686</td>
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<tr>
<td>1973</td>
<td>81</td>
<td>1,491</td>
<td>455</td>
<td>2,027</td>
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<tr>
<td>1974</td>
<td>113</td>
<td>1,557</td>
<td>489</td>
<td>2,159</td>
</tr>
<tr>
<td>1975</td>
<td>113</td>
<td>1,472</td>
<td>489</td>
<td>2,072</td>
</tr>
<tr>
<td>1976</td>
<td>118</td>
<td>1,708</td>
<td>755</td>
<td>2,581</td>
</tr>
<tr>
<td>1977</td>
<td>93</td>
<td>2,009</td>
<td>786</td>
<td>2,888</td>
</tr>
</tbody>
</table>

*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.*

*Sources: 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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____________________________________________________________________________________
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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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?
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.

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.”

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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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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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 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?

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# DBQ Desegregation Rubric

Name: _________________________________ Date: __________________

This rubric identifies the criteria used in grading DBQ essay.

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