

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 60th 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 60th 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
- 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
- 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?

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

Page 1: Summarize the demographics of Portland.

Page 1: Summarize the demographics of Portland Public Schools.

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

Page 4,5: Describe the voluntary transfer program.

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

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

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?

Page 12,13: Summarize the effects of desegregation.

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.