

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](#)