

Lesson Plan 1:

Oregon's Civil Rights Challenges

Purpose/Rationale: While Oregon high school students learn about the national Civil Rights Movement, most have never heard anything about how the movement played out locally.

Objective: Students will be able to explain trends of discriminatory acts and of civil rights advancements affecting African Americans in Oregon.

Common Core Standards:

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

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.

Oregon Department of Education Social Studies Standards:

HS.6 Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.

Time Needed: 90 minutes

Materials Needed:

- Computer/Projector, <http://www.polleverywhere.com/> account (free)
- Students will need either cell phones or tablets/computers for first activity.
- Civil Rights Events Handout (see below)

Instruction

1. Display prompt on projector or whiteboard: “How many times in the last year have you experienced or witnessed/heard racism at your school? If you experienced or witnessed racism, describe it generally and explain why you believe it is happening at this school. If you have not experienced or witnessed racism at this school, try to explain why.” Give students about 8 minutes to write.
2. Now display PollEverywhere.com prompt: “How many times in the last year have you experienced or witnessed/heard racism at **this school**?” Answer choices could include: (a) Never; (b) once or twice; (c) three or four times ; (d) 5 or more times. Give students about 2 minutes to respond with either cell phones or tablets/computers. After students have responded, facilitate discussion of response proportions and individual student responses to prompt. [This poll can be created for free at polleverywhere.com. Visit the site for additional usage information]
Total time for this activity: 20 minutes
3. Distribute the Oregon Civil Rights handout: Note that there is a standard version as well as a modified version with simpler sentences and definitions of key terms. Both versions are included on the handout.

- a. Ask students to assemble in groups of 2-4.
 - b. Explain that just as a student's experience at this school may differ from other students' experiences at other schools, the experience of blacks in Oregon differed from the experience of blacks in other parts of the country. Ask students to take turns reading aloud the "events." As an event is being "read" all students should underline any words or phrases with which they are unfamiliar.
 - c. As a team or group, students should brainstorm usage definitions. If still unsure, students should be instructed to raise their hands and query the teacher. Teacher should circulate and answer questions. Students should also be instructed to decide as a team/group whether each "event" is True or False (did it really happen or not). [The only False statement is the 1935 "event."]
4. After all teams/groups have completed their analysis, teacher should facilitate a class discussion by asking students to raise their hands if they felt the first statement was "true/false". Ask students why they felt the statement was true or false. (Don't give out correct answers until the end of the activity.) Once all "events" have been discussed, reveal that only the 1935 "event" is false. Point out that it wasn't until 20 years later that Oregon passed a law banning discrimination in places of public accommodation. Total time for this activity: 30-40 Minutes.
 5. Introduce the Prezi presentation highlighting key civil rights issues and events (both setbacks and advancements)

http://prezi.com/nndxmpnhlly0/?utm_campaign=share&utm_medium=copy

 - a. Students should be asked to create a note-taking organizer by drawing a line vertically down the center of a piece of notebook paper. They should label the left column "discriminatory practices." They should label the right column "civil rights advances." They should keep notes about both categories as the teacher presents the Prezi. Students should also keep track of approximate dates (years) to compare Oregon advances in civil rights with national advances in civil rights.

Assessment of Student Learning:

Distribute and then collect exit slip asking: "In what ways were Oregon's civil rights challenges both similar to and different from the nation's civil rights challenges?" (8 Min)

Modifications and Extensions: Students may compare and contrast civil rights advances in Oregon with national advances. There are links to the timeline below. Since the timeline spans over twenty pages, it is recommended that students be directed specifically to pages 12-17. These pages best relate to the events and themes in this mini-unit.

Supplementary Materials and Handouts: The information on this handout is taken from:
Web: <https://www.portlandoregon.gov/bps/article/412697>

Oregon Civil Rights History

1980's Portland Public Schools, Oregon's largest school district still had an official racial desegregation plan in effect.

1935 Oregon Lawmakers pass a law outlawing discrimination in places of public accommodation on the basis of race.

1923 Oregon Lawmakers, dominated by members of the Klan, passed a number of racially restrictive laws.

1919 Oregon's Board of Realty approved a "Code of Ethics" prohibiting realtors and bankers from selling property in white neighborhoods to people of color or providing mortgages for such purchases.

1867 Portland assigned black and mulatto children to a segregated school.

1866 Oregon's citizens did not pass the Fourteenth Amendment, granting citizenship to Blacks. Exclusion Laws were still in effect making it illegal for Blacks to live in Oregon.

1866 *All* interracial marriages were banned in Oregon.

1859 On February 14, 1859, Oregon became the only state admitted to the Union with an exclusion law (preventing non-whites to become residents) written into a state's constitution.

1844 Acts to prohibit slavery and to exclude Blacks and Mulattoes from Oregon were passed. 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."

Oregon Civil Rights History (Modified with definitions of key terms)

1980's Schools in Portland still worked on **desegregating**.

1935 Oregon law stops motel and restaurants from keeping out colored people.

1923 Many Oregon lawmakers were **KKK** members and made racist laws.

1919 Oregon Realtors agreed to NOT sell houses in “white neighborhoods” to colored people.

1867 Portland makes colored and **mulatto** children go to different schools than white children.

1866 Oregon passes the 14th Amendment that makes blacks citizens of the U.S. But, Oregon does not let blacks move to this state.

1866 Oregon law stops colored people from marrying white people.

1859 Oregon becomes a state of the U.S. It does not let black people live in the state.

1844 Oregon **Territory** laws outlaw slavery, but also do not let black people live in the state. Oregon's “Lash Law” said black people already living here would be whipped every year until they left.

***desegregating**: integrating students of color and white students in the same classrooms.

***KKK**: (Ku Klux Klan) a group of people who hated African Americans and other people of color and used violence and discrimination against them.

***mulatto**: a person of mixed black and white ancestry

***Territory**: many western states were “territories” before they became states.