

Lesson 2

The Urban League of Portland

Link to current web Urban League of Portland site: <http://ulpdx.org/>

Purpose/Rationale: The lesson is designed to help students learn how the Urban League of Portland works and benefits the African American community in Portland.

Objectives: Students will compare the goals and programs of the National Urban League and the Urban League of Portland.

Time Needed: two 45-minute periods or one 90-minute block.

Materials Needed:

- laptop computer
- video screen
- video projector
- guest speaker handouts

Resources:

- Marcus Mundy, President, Urban League of Portland (5 min) (http://www.youtube.com/watch?v=XNybl9hV_Vk)
- Video with CURRENT President, Michael Alexander (<https://www.youtube.com/watch?v=xjT3Q8sttCs>)
- February 2014 Urban League of Portland Newsletter (<http://ulpdx.org/news/february-2014-newsletter/>)
- 2014 Urban League of Portland Career Fair (<http://ulpdx.org/news/record-turnout-for-the-urban-league-of-portlands-career-fair/>)
- 2015 Job Fair (<http://ulpdx.org/news/the-urban-league-of-portlands-2015-career-fair/>)

Background knowledge or skills students need prior to lesson: Basic understanding of historic discrimination against African Americans in employment, housing, civil rights and the role of the National Urban League in working to solve these problems.

Hook or Introduction (10 min):

Review key points from previous class regarding the National Urban League, checking for student understanding by asking clarifying questions and giving students the opportunity to ask any questions.

Instruction:

1. Show video about the Urban League of Portland. Instruct students to take notes on the video guide as they listen (5 min). At the end of the video ask students to discuss in table groups the programs sponsored by the local Urban League. Probe for students' understanding of the political efforts the Urban League of Portland is making. (10 min)
2. Remind students that there will be a guest speaker in class later today and review behavior expectations
3. Welcome and introduce guest speaker to students; set up laptop/projection screen if needed, and pass out any handouts the guest speaker has brought. Students introduce themselves and prepare to take notes.

4. Speaker begins presentation (25 min) and students may take notes.
5. At the end of the presentation, engage students in Q&A with guest speaker. Students should also ask the questions the class created in the previous class. (15 min) Class thanks guest speaker (guest speaker may leave but is invited to stay entire class period)
6. Review vocabulary terms. If time, assign each student to create a “Four Square” table with one of the vocabulary terms from the previous class. The 2X2 table has four sections: vocabulary term, definition in student’s own words, examples, and a visual. The students’ Four Squares can be displayed in a word wall or used as a review activity. (10 min)

Closure:

- Clarification of any student questions or concerns.
- Exit slip: How has the new information you learned changed your understanding of the Urban League. List the ways the Urban League of Portland differs from the National Urban League? (10 min)

Assessment of Student Learning:

Engagement in group discussions, Q&A with guest speaker, notes on Video Guide. Vocabulary Four Square, Exit Slip

Modifications and Extensions:

Assign advanced students to read the two articles on the Urban League of Portland and develop questions for the guest speaker. The articles are the 2014 Urban League of Portland Newsletter and an article about the success of the 2014 Urban League of Portland Career Fair and a link to a page advertising the 2015 job fair. See above for links to the documents.

Supplementary Materials/Handouts:

Handouts provided by guest speaker (ex: annual report, newsletter, program information...)

Video Guide

Marcus Mundy, President, Urban League of Portland	http://www.youtube.com/watch?v=XNybl9hV_Vk
Urban League of Portland Programs:	
Urban League of Portland Political Efforts:	
Inequities in Schools:	