



# Oregon Black Pioneers Lesson Plan Progress

**Course:** US History

**Grade Level:** High School

## Lesson Planning

### Essential Question(s):

In what ways did African Americans contribute to the history of Oregon?

### Standards:

HS.11. Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.

HS.51 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

HS.62 Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.

HS.66 Identify and analyze the nature of structural and systemic oppression on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and their role in the pursuit of justice and equality in Oregon, the United States, and the world.

HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.

HS.78 Identify and critique how implicit bias, institutional racism, racial supremacy, privilege, intersectionality, and identity, influence perspectives in the understanding of history and contemporary events.

### Materials/Resources:

Black Progress Stations, Black Progress Student Worksheet, Black Progress Padlet

### Lesson Agenda:

**Vocab:** Black Progress—African Americans obtaining leadership positions or being a part of every element of life in Oregon in the late 20th century.

**Activator:** Vocab work should be posted on the board or shown in the Google Slides.

*What are some African American firsts in Oregon? Why do you think it is important to recognize these firsts?*

Teacher gives students 5-10 minutes to answer this question and then discusses it with the class. A list of African American firsts are below. These can be written on the board or

Follow up questions for the teacher to discuss:

- *Do you think it's hard to be the first person to do something? Why?*
- *Portland's first African American teacher Robert G. Ford was hired to teach history in 1970. Do you think it would have been difficult for Ford to be the only African American teacher at his school? Explain.*

**Explicit Instruction:** The teacher will first place students into groups of 3-4 students. Then explain that each group will have 4 roles (Facilitator, Summarizer, Recorder). Stations will rotate around the room, being given 10 minutes to complete each task. After instructions, the teacher will pass out the group worksheet, to record the answers of each Station.

**Modeled Instruction:** The teacher will then start each group with a Station. With the first Station, the teacher will walk around the room helping each group complete the task. After students get used to how the class will work and flow the teacher can check-in with students as needed.

**Guided Practice:** Students will work in their groups, each student completing their task and finishing all 8 Stations. The teacher will be the timekeeper, making sure to ring a bell or alarm after 10 minutes and helping students switch Stations.

**Independent Practice/Homework/Honors Credit:** Students will create a Padlet-Canvas style connecting African American firsts to events in Oregon history using various online sources and demonstrating research skills. Students should focus on events and people from the 1970s, 80's, 90's and 2000's. Then share the Padlet with the teacher to possibly be presented in class.

**Closure/Summarizer:** African Americans have always contributed to Oregon's history. It is important that we recognize the significance of how African Americans changed and continue to progress Oregon to make it a state inclusive of every race.

**Assessment:** Black Progress Student Worksheet, Black Progress Padlet