



Oregon Black Pioneers Lesson Plan

Perseverance

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.3 Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for the expansion and protection of civil rights.

HS.56 Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.

HS.57 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.

HS.58 Analyze ideas critical to the development of social, labor, and political movements in history.

HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).

Materials/Resources:

Google Slides covering Black Pioneers, Black Pioneers Student Worksheet

Lesson Agenda:

Vocab:

Perseverance-steady persistence in a course of action, a purpose, a state, etc., especially in spite of difficulties, obstacles, or discouragement.

Activator: *When did Oregon become a state?*

Teacher gives students 5-10 minutes to answer this question and then discusses it with the class.

Follow up questions for the teacher to discuss:

What do you think were some of the challenges Black Americans faced after Oregon became a state?

Explicit Instruction: Teacher will go through the Perseverance Google Slides. As the teacher goes through the slides, students will add each person or event to the timeline.

Modeled Instruction: Teacher will show example of completed timeline. Then explain the Research part of the assignment where students will research a figure or event.

Guided Practice: Students will work on choosing a person or event to research. They will then write three paragraphs summarizing the person or event, explaining the significance of to Oregon's history, and finally writing about why they choose to research this person or event (what is *their* connection to this person/event). Students will fill out a map of Oregon, identifying these figures and events by location.

Independent Practice/Homework/Honors Credit: Students will utilize the Oregon African American Railroad Porters Oral Collection to listen or read about the experiences of 5-10 African American Railroad Porters. Then students will answer the following questions in a short essay: *According to the interviews, what was life like in the late 19th century/early 20th century in Oregon? Where had many African American porters migrated from, according to the short biographies? How did African American porters preserve in difficult situations? What advice do the interviewee's give during the interviews? Why are these interviews crucial to understanding life in late 19th/early 20th century Oregon?*

Closure/Summarizer: Next class we will examine the Great Migration of African Americans to the West and the Black Americans who came to Oregon before, during, and after WWII.

Assessment: Black Pioneers Student Worksheet (w/Timeline & Research) and Google Slides of Black Pioneers, Map of Black history.