



Oregon Black Pioneers Lesson Plan

Moving to Oregon

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.8 Examine the institutions, functions, and processes of Oregon's state, county, local and regional governments.

HS.22 Describe the potential intended and unintended benefits and negative consequences of government economic programs and policies on the welfare and well-being of individuals and groups including traditionally marginalized groups.

HS.45 Identify and explain how political and economic power dynamics throughout time have influenced cultural and environmental characteristics of various places and regions.

HS.64 Analyze the significance of identity in the distribution and accumulation of social, political, and economic power.

HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.

HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.

Materials/Resources:

Moving to Oregon Student Worksheet, Moving to Oregon Google Slides

Lesson Agenda:

Vocab:

Great Migration: Relocation of more than 6 million African Americans from the rural South to the cities of the North, Midwest and West from about 1916 to 1970.

Activator:

Do you know or what do you think happened during the Great Migration?

What happened during WWII? (This question should be used to refresh students' general knowledge of WWII, if they have studied it previously). If students have not studied WWII, ask students-*Have you heard of the Holocaust? What happened during the Holocaust?*

Teacher gives students 5-10 minutes to answer this question and then discusses it with the class by showing the definition to students. These questions are meant to put students' mindset in the time frame of this lesson.

Follow up questions for the teacher to discuss:

How do you think the Great Migration affected Oregon?

In what ways do you think African Americans in Oregon contributed to WWII?

Allow students time to hypothesize how the Great Migration brought more African Americans to Oregon and how WWII jobs in Portland increased the African American population.

Explicit Instruction: The teacher will go through the directions and then place students in 19 groups (one or two students). An example of a completed slide is already done (20 topics all together) as an example. Students will work in groups of one or two groups to read about a topic, and then answer several questions

Modeled Instruction: Student groups will complete their assigned topic by filling out the information first on the Google Slide (shared with the class) and then on a worksheet.

Guided Practice: After a set amount of time (determined by teacher) the teacher will begin the Google Slide presentation. Each group will stand up and present their slide to the class, adding any details they feel are important.

Independent Practice/Homework/Honors Credit: Watch three videos about Vanport, Jazz in Portland and Albina in 1920's-40's. Then summarize each video and finally answer the following question—What could Oregon have done differently during this era to value the contributions of African American?

Closure/Summarizer: Next class we will study the Civil Rights Movement in Oregon by looking at who was a part of it, what the Civil Rights Movement meant for Oregonians and why the movement is still making progress.

Assessment: Moving to Oregon Worksheet, Moving to Oregon Google Slides and Moving to Oregon-Independent Practice/Homework/Honors Credit