



Oregon Black Pioneers Lesson Plan Civil Rights in 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.2 Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.

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.41 Analyze migration patterns to understand the relationships among major events, government policies, private action, and spatial diffusion of ideas, technologies, and cultural practices, in the distribution of human populations, segregation of communities, and marginalization and empowerment of individuals and groups.

HS.60 Analyze and explain the historic and contemporary examples of social and political conflicts and compromises including the actions of traditionally marginalized individuals and groups addressing inequities, inequality, power, and justice in the U.S. and the world.

HS.65 Identify and explain strategies of survivance, resistance and societal change by individuals and traditionally marginalized groups confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender.

HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.

HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.

Materials/Resources:

Civil Rights Movement in Oregon Gallery Walk Documents, Civil Rights Movement in Oregon Student Worksheet, Collage of African Americans in 1950's & 1960's

Lesson Agenda:

Vocab:

Civil Rights Movement-A struggle for justice and equality for African Americans that took place mainly in the 1950s and 1960s.(www.history.com)

Activator: *What do you think were some injustices (an act that inflicts undeserved hurt-<https://www.merriam-webster.com/dictionary/injustice>) African Americans experienced in Oregon?*

Vocab words should be posted on the board, along with discussion questions for students to answer on a separate sheet of paper. Teacher gives students 5-10 minutes to answer this question and then discusses it with the class and gives

Follow up questions for the teacher to discuss:

- *Do you think you would fight injustice if it happened to you? Or someone you loved?*
- *Dr. Martin Luther King Jr. once said, “Injustice anywhere is a threat to justice everywhere.” What does he mean by that statement?*

Explicit Instruction: Place Gallery Walk Photos (with QR code links) around the classroom before students walk into class. Teacher will explain that in a few minutes students will walk around the classroom reading/analyzing the information/photos around the room and answering questions about each document.

Modeled Instruction: The teacher will walk up to one of the Gallery Walk Photos and demonstrate to students how to use the QR code and go through answering each question about the document.

Guided Practice: Students will then walk around the classroom answering each question about the Civil Rights Movement in Oregon Gallery Walk documents. After students have completed their worksheets the teacher will ask the class....

What event or person do you think is the most important person in the Oregon Civil Rights Movement? Explain your answer.

Independent Practice/Homework/Honors Credit: Students will create a collage of Oregon African Americans during the 1950's & 1960's in Google slides and then share their work with the teacher. The slides will include a Title page, collage of African Americans during the Civil Rights Era, quote about/from an African American and explanation about which event from the era the student finds most interesting. These short presentations will then be presented to the class.

Closure/Summarizer: Our next lesson will focus on African American firsts in the 1970's to present times and how Black Oregonians continue to enrich the lives of people throughout our state.

Assessment: Civil Rights Movement in Oregon Student Worksheet, Collage of African Americans in 1950's & 1960's