



Oregon Black Pioneers Lesson Plan

Black Explorers and Trailblazers

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.17 Analyze the impact of the use of slavery and other exploitative labor systems (e.g., indenture, peonage, convict leasing, sharecropping, bracero program, migrant labor, Chinese immigrants labor, contemporary prison labor) on the development of the U.S. infrastructure, wage-competition, trade, and standards of living in local, state, and global markets.

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.53 * Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.

HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.

HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.

Materials/Resources:

Google Slides for Discussion Questions, Black Explorers Student Document Worksheet, Black Explorers Document, Black Explorers Research Assignment

Lesson Agenda:

Vocab: Black Explorer—An African American/African/Biracial person living in the Oregon Territory (present day Oregon, Washington, Idaho, parts of Montana and Wyoming) between 1610 and 1859-before Oregon became a US state. Those who set a path for others to follow (literally, as on the Oregon Trail, or figuratively) are known as "trailblazers".

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

Do you know of any Black explorers in the Oregon territory?

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:

- *Why do you think we have not studied many Black explorers in Oregon?*
- *What hardships do you think Black explorers faced in the Oregon territory?*
- *Where in the United States do you think the Black explorers came from?*

Explicit Instruction: First the teacher will have students read THE BLACK LAWS OF OREGON, 1844-1857 and then summarize the article individually. After most students have completed the KNOW section. The teacher will ask the class—*What do you think was*

interesting or stood out to you about the Black Laws of Oregon? Leading a short discussion about the article. This article is vital to understanding the many people studied in this lesson plan.

Modeled Instruction: As a class the teacher will go over Document A with students by asking various students to answer the questions as a class.

Guided Practice: In groups of 2-3, students will analyze documents about Black explorers. Each student will have a role in their group: Recorder, Thinker/Leader and Support.

Independent Practice/Homework/Honors Credit:

Use the links provided to research a Black Explorer and then write a one page summary about the person's life and why they are significant to Oregon history.

Closure/Summarizer: As we continue to dive into contributions of African Americans in Oregon we will study Oregon pioneers in the late 19th and early 20th century.

Assessment: Black Explorers Student Worksheet and Research Paper on a Black Explorer.