

Day Two: 1844 Black Exclusion Act



This is the first day that students begin looking and examining laws and acts that were enacted upon in early Oregon history. In today's lesson, students will be analyzing the 1844 Black Exclusion Act.

Essential Questions

- ❖ Were enslaved people allowed in the Oregon Territory?
- ❖ What would happen if slaves were brought to Oregon?

Materials

☒ "What is a Primary Source? by Shmoop" video
(https://www.youtube.com/watch?v=Wlj7t0s4rok&ab_channel=Shmoop)

☒ Black Exclusion Act
☒ Exclusion Act Reflection

Procedure

10 mins | Warm-Up

Have students respond to the question:

- What was Oregon's stance on slavery?
- What do you think happened to enslaved people when they came to Oregon?

5 mins | Video "What is a Primary Source? by Shmoop"

10 mins | 1844 Black Exclusion Act

Read the above act as a class. Answer any questions that students have along the way.

15 mins | Interact with Text

After the class has read the text of the act, have them interact with the text by highlight the main idea in pink, key details in yellow, and any reactions they have to the text in blue. After students have highlighted the text, they would annotate in the margins/add notes to their text.

10 mins | Student reflection

Have students complete the reflection questions. Talk to students about the importance of supporting their responses with evidence from the text.

7 mins | Exit Ticket

Have students respond to the question:

-What do you believe is a fair system when an enslaved person is brought to Oregon?