

# Day Three: 1849 Black Exclusion Act



This lesson is going to go over the 1849 Black Exclusion Act. Students will be reading and analyzing the text, followed by a reflection. This lesson lends itself to conversations about how acts or laws passed at the beginning of history can impact the modern-day.

## Essential Questions

- ❖ Were “Negroes and Mulattos” allowed in the Oregon Territory?
- ❖ What duty did people have to report “Negroes or Mulattos” living in Oregon?
- ❖ How could the 1849 Black Exclusion Act impact Oregon today?

## Materials

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| <input checked="" type="checkbox"/> Analyzing Primary Sources video<br>( <a href="https://www.youtube.com/watch?v=xmIMzHY1t-s&amp;ab_channel=HistoryNote%27Stache">https://www.youtube.com/watch?v=xmIMzHY1t-s&amp;ab_channel=HistoryNote%27Stache</a> ) | <input checked="" type="checkbox"/> 1849 Black Exclusion Act<br><input checked="" type="checkbox"/> 1849 Black Exclusion Act Reflection |
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## Procedure

### 10 mins | Warm-Up

Have students respond to the question:

- What was attractive about moving to Oregon?
- Who was attracted to move to Oregon?

### 5 mins | Video “Analyzing Primary Sources”

### 10 mins | Read 1849 Black Exclusion Act

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

### 15 mins | Interact with the text

After the class has read the above text, 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 above reflection. 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 is the lasting impact of not allowing Black people to move to Oregon?