

Day One: Introduction to Anti-Black Laws in Oregon



This is an introductory lesson to the unit on the creation of the Oregon Constitution with a focus on the anti-Black laws that were in place before the Constitution was written and which were part of the Constitution. This lesson focuses on having students make inferences on what the political leaders of the time wanted and how their ideals can be seen in maps and early images.

Essential Questions

- ❖ Was Oregon a welcoming state for Black-people when it was founded?
 - ❖ What was the ideal Portland?
 - ❖ How can a map impact politics?
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Materials

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| <input checked="" type="checkbox"/> KWL Chart | <input checked="" type="checkbox"/> Map Portland, OR (1890) |
| <input checked="" type="checkbox"/> Map Portland, OR (1879) | <input checked="" type="checkbox"/> Image Early Portland |
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Procedure

15 mins | KWL Chart

Using the KWL Chart, have students think about Jim Crow and the Oregon Constitution. After students have completed the KWL Chart, have a class discussion about what they completed.

5 mins | Portland maps

Compare the two maps. Have a discussion about what they see, and about what is missing. Discuss how for Map Two there are artist renderings of the city. Artist renderings always have bias and it is from the viewpoint of the artist.

15 mins | Notice & Wonder: Portland Maps

Give students the maps and have the students work in groups to notice and wonder a few parts of each map. When students are done have a whole class discussion. Ask them how have Black people been left out of the creation of Portland?

5 mins | Show students the image of Portland

Have students notice and wonder about the image of Portland.

7 mins | Class Discussion

Ask the students: How does this change the perspective of Portland? What is a key document that can shape how a state and city look like?

2 mins | Explain how the idea of Portland (maps) and the reality of Portland (image) helped shape Oregon's Constitution is the bedrock of laws in Oregon

7 mins | Exit Ticket

Have students respond to the question:

- If Oregon was a "free" state, was it free and accepting to everyone?
- How has this impacted Oregon today?