



# Lesson 1

## A Movement Grows

<p><b>Overview</b></p>	<p>Students will learn about the collective effort it took to pass Oregon’s Civil Rights Bill by reading an <i>Oregonian</i> article about Otto and Verdell Rutherford. The article gives context for how Black Oregonians were treated before and after the bill passed in 1953. Ideas from this lesson will be included in the end of unit Socratic Seminar.</p>											
<p><b>Essential Question(s)</b></p>	<p>How did Black Oregonians use their collective power to make change occur during the Civil Rights era?</p> <p>How impactful were these changes?</p>											
<p><b>Delivery Time</b></p>	<p>One 60 minute class period</p>											
<p><b>Academic Vocabulary</b></p> <p>Note: Make sure that students are familiar with these words before you start the lesson.</p>	<table border="1"> <thead> <tr> <th data-bbox="483 852 708 919">Word</th> <th data-bbox="708 852 1503 919">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 919 708 1024">Mimeograph Machine</td> <td data-bbox="708 919 1503 1024">An early copy machine that duplicated documents by hand cranking ink across a stencil</td> </tr> <tr> <td data-bbox="483 1024 708 1129">Slough</td> <td data-bbox="708 1024 1503 1129">A swamp or a shallow lake</td> </tr> </tbody> </table>		Word	Definition	Mimeograph Machine	An early copy machine that duplicated documents by hand cranking ink across a stencil	Slough	A swamp or a shallow lake				
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<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">“The Fight for Civil Rights in Oregon” Article</a> (digital or paper copies for each student)</li> <li>• <a href="#">Note Taking Sheet</a> (digital or paper copies for each student)</li> <li>• <a href="#">Lesson Closure Worksheet</a> or <a href="#">Lesson Closure Packet</a> (digital or paper copies for each student- see Teacher’s Note)</li> <li>• <a href="#">Lesson 1 Slide Deck</a> (for projecting)</li> <li>• <a href="#">Worksheet Answer Keys</a></li> <li>• <a href="#">Oregon Black Pioneers’ Racing to Change Online Exhibit</a> (students will need access to the link)</li> </ul>
<p><b>Background Information for Educators</b></p>	<ul style="list-style-type: none"> <li>• Students should already know about the Black exclusion laws in Oregon. If this subject hasn’t been covered yet, If this subject hasn’t been covered yet, complete the <a href="#">Experience Oregon History curriculum, Grades 6-8 Lesson 2: Significant Events Leading to Statehood</a>.</li> <li>• If students are not familiar with the national Civil Rights movement, it is recommended that you complete <a href="#">Lesson 1</a> from the Learning for Justice (formerly Teaching Tolerance) unit A Time for Justice: America’s Civil Rights Movement first. The lesson and accompanying video cover major events in the Civil Rights movement starting with the murder of Emmett Till and ending with the Voting Rights Act of 1964. <ul style="list-style-type: none"> <li>➤ Note: The video includes racist language and graphic photos of violence and injuries.</li> </ul> </li> <li>• For a quick summary of the 1953 Public Accommodations act, read the <a href="#">Oregon History Project entry about the Oregon Civil Rights Bill</a>.</li> </ul>
<p><b>Step by Step Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Warm Up: <ul style="list-style-type: none"> <li>• Activate students’ prior knowledge by asking: <ul style="list-style-type: none"> <li>■ What do you already know about the Civil Rights movement?</li> <li>■ What happened? Who was involved? Where did it happen?</li> </ul> </li> <li>• Have students turn and talk with a partner.</li> <li>• Call on students to share their answers. See if you can guide the discussion to events in the Oregon Civil Rights</li> </ul> </li> </ol>



movement.

2. Talking Point:

- *Today we are starting a unit that will focus on events during the Oregon Civil Rights movement. Our essential questions for this unit are: “How did Black Oregonians use their collective power to make change occur during the Civil Rights era?” and “How impactful were these changes?”*

3. Introduction to Online Exhibit:

- Introduce students to [Oregon Black Pioneers’ Racing to Change online exhibit](#). Post the link in a place they can easily access it. We will be using this exhibit to help us answer the essential question.
- Read through the exhibit introduction together as a class.
- Give students a few minutes to preview the exhibit. Ask them to look for
  - How the exhibit is organized.
  - Photos/documents they find interesting.
- Have students turn and talk with a neighbor about what they noticed.
- Call on a few students to share out their initial observations on the exhibit.

4. Reading and Note Taking:

- Tell students each lesson will focus on a specific issue from the Civil Rights era. Today our focus is on the passage of the Public Accommodations Bill, also known as Oregon’s Civil Rights Bill.
- Preview the Academic and Lesson Specific Vocabulary words (slide 5 of the [Lesson 1 Slide Deck](#)) before reading the article, making sure students understand what public accommodations means.
- Hand out (or make available digitally) the *Oregonian* article “[The Fight for Civil Rights in Oregon](#)” and the [Note Taking Sheet](#).
- Go through the directions and questions on the [Note Taking Sheet](#). Focus students’ attention on the essential question “How did Oregon gain a Civil Rights bill?”
- Give students time to read the article and answer the discussion questions. Student directions:



- Read through the article [“The Fight for Civil Rights in Oregon”](#)
  - Take notes on the article by answering the questions on the worksheet.
  - Be ready to discuss what you read!
- Have students turn and share their answers from the [Note Taking Sheet](#) with a partner. Tell students this is a time to make sure their answers are correct and also add any new ideas.

5. Class Discussion:

- Lead a class discussion on the article. Go through each question on the [Note Taking Sheet](#) and ask students to share what they wrote down.
- Push for students to cite the part of the article where they got the information.
- Important points to make during the discussion:
  - Before the bill, Black Oregonians faced discrimination in many public places.
  - The NAACP lobbied to get the bill passed. It took 17 tries.
  - Since there were no Black members of the Oregon Legislature, White allies were needed to pass the bill.
- Use the quoted passage on slide 12 of the [Lesson 1 Slide Deck](#) to help lead a discussion on what didn’t change.

6. Fill Out Lesson Closure Worksheet:

- At the end of each lesson in this unit, students will fill out a [Lesson Closure Worksheet](#) to help organize the information they learned into change action categories. Students will then use all the graphic organizers in Lesson 10 to help them review and prepare for the end of unit Socratic Seminar. You can choose to hand out individual [Lesson Closure Worksheets](#) each day or give students a [Lesson Closure Packet](#) to use for the entire unit (see Teacher’s Note).
- Hand out a [Lesson Closure Worksheet](#) or [Packet](#) to each student.
- Complete today’s closure as a class so students understand how to fill it out. Start with asking students to name the civil rights issue or issues covered in today’s



lesson.

- Answer: Public Accommodations/non-discrimination
- Move on to filling in the table. Ask students:
  - What people/organizations did we cover today?
  - How did they use their collective power to make change during the Civil Rights era?
  - Look at the [Answer Key](#) for suggested responses
- Next, categorize the actions the class brainstormed in column 2. Go through a definition of each of the change action categories. Definitions are provided for you on slide 17 of the [Lesson 1 Slide Deck](#).
- Ask students: What change action categories match the ways the NAACP used their collective power?
- Have students turn and discuss ideas with a partner.
- Call on students to share ideas with the class. Continue modeling how to fill out the worksheet as students share answers.
- Lastly, ask students to think about the impacts made by the NAACP. Have them use question 4 of their [Note Taking Sheet](#) to help. Give students a minute to brainstorm on their own.
- Students turn and talk with a partner about their ideas.
- Class discussion. Call on students to share an impact. Ask students if anyone has a different impact. Keep going until all ideas have been shared.
- Make sure students keep their [Lesson Closure Worksheet](#) in a safe place they can find again as they will need them for the end of unit assessment.

7. End of Class Reflection and Discussion:

- Ask students to think about the following questions on their own to reflect on today's lesson:
  - Two things you learned today
  - Predictions about what we will learn in this unit based on what you observed in the Racing to Change online exhibit
- Give students a moment to think on their own. You may want to have them jot down ideas- they could do this on their [Lesson Closure Worksheet](#).
- Have students turn and talk with a partner.
- Call on a few students to share their thoughts.



<b>Formative Assessments</b>	Collect students' <a href="#">Note Taking Sheet</a> to check for understanding and comprehension.
<b>Teacher Notes</b>	<ul style="list-style-type: none"> <li>• Parts of <i>The Oregonian</i> article “The Fight for Civil Rights in Oregon” have been omitted for clarity and brevity.</li> <li>• You have two choices for how to set up Lesson Closure Worksheets for this unit. Please keep in mind that the Lesson Closure Worksheets need to be kept for the whole unit, as students will use them to prepare for the end of unit Socratic Seminar.             <ul style="list-style-type: none"> <li>■ You can choose to hand them out to students as <a href="#">a single sheet</a> each day. It is recommended you have some organizational strategy such as a class notebook or binder to help students keep track of them.</li> <li>■ The other option is <a href="#">the Lesson Closure Packet</a>, which has all of the Lesson Closure Worksheets needed for the whole unit so students have them all in one place.</li> </ul> </li> </ul>
<b>Support for All Students</b>	Assign students one page to read and take notes on to differentiate for all levels of readers. Then have students share what they learned in groups of four.
<b>Extensions</b>	The first settlement under the Public Accommodations Law was a case brought by a University of Oregon international student, Godfrey Ibom. In 1954, Ibom was working at a cannery in Athena, OR. He was denied service at a restaurant because of his race so he contacted the NAACP. The NAACP helped bring a suit and the case was settled. <a href="#">Check out these primary sources</a> to explore the story further.
<b>Additional Educator Resources</b>	If students are curious about how a mimeograph machine works, <a href="#">this archival footage</a> shows how they were used.
<b>Oregon Social Science Standards Integrated with Ethnic Studies</b>	<p><i>The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.</i></p> <p><b>Civics and Government</b></p> <p>HS.2 Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.</p> <p>HS.3 Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and</p>



process for the expansion and protection of civil rights.

HS.9 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.

HS.11. Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.

### **Geography**

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.42 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

HS.50 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.

HS.51 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

### **Historical Knowledge**

HS.52 Evaluate continuity and change over the course of world and United States history.

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.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.62 Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, 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.66 Identify and analyze the nature of structural and systemic oppression on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and their role in the pursuit of justice and equality in Oregon, the United States, and the world.

**Historical Thinking**

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

HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.

HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.

**Social Science Analysis**

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.

HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.

HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.

HS.78 Identify and critique how implicit bias, institutional racism, racial supremacy, privilege, intersectionality, and identity, influence perspectives in the understanding of history and contemporary events.



<p><b>Holocaust and Other Genocides Learning Concepts:</b></p>	<p>(d) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration.</p> <p>(f) Enable students to understand the ramifications of prejudice, racism and stereotyping.</p> <p>(h) Provide students with a foundation for examining the history of discrimination in this state.</p>
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