

RACING TO CHANGE:

Oregon's Civil Rights Years

High School Unit

Lesson Eight



THE OREGON
HISTORICAL
SOCIETY
FOUNDED 1898



A collaboration between the Oregon Historical Society and Oregon Black Pioneers

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Lesson 8

Black Power on Campus

Overview	Students will define Black Power and learn about how the movement came to college campuses and inspired activism in students. They will analyze primary sources from the Racing to Change Online Exhibit and match it to aspects of the Black Power movement.								
Essential Question(s)	How did Black Oregonians use their collective power to make change occur during the Civil Rights era? How impactful were these changes?								
Delivery Time	One 60 minute class period								
Lesson Specific Vocabulary Note: These are terms that need to be explicitly defined with students before or during this lesson.	<table border="1"> <thead> <tr> <th>Word</th><th>Definition</th></tr> </thead> <tbody> <tr> <td>Black Power</td><td>An idea that Black people will thrive under self-determination, self-reliance, self-identity</td></tr> <tr> <td>Self-Determination</td><td>Having control of your own life</td></tr> <tr> <td>Self-Reliance</td><td>The quality of depending on yourself for things instead of relying on others</td></tr> </tbody> </table>	Word	Definition	Black Power	An idea that Black people will thrive under self-determination, self-reliance, self-identity	Self-Determination	Having control of your own life	Self-Reliance	The quality of depending on yourself for things instead of relying on others
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Black Power	An idea that Black people will thrive under self-determination, self-reliance, self-identity								
Self-Determination	Having control of your own life								
Self-Reliance	The quality of depending on yourself for things instead of relying on others								
Materials Needed	<ul style="list-style-type: none"> • Lesson 8 Student Worksheet (one copy per student) • Racing to Change Lesson Closure Worksheet (digital or paper copies for each student- NOT needed if using Lesson Closure Packet) • Lesson 8 Slide Deck (for projecting) • Answer Keys • Oregon Black Pioneers' Racing to Change Online Exhibit (students will need access to the link) 								
Background Information	For background on the beginning of the phrase “Black Power,” read the King Encyclopedia entry about “Black Power” from The Martin Luther King, Jr. Research and Education Institute at Stanford.								



Step by Step Instructions

1. Warm Up:

- Show a picture of the Black Power fist on slide 1 of the [Lesson 8 Slide Deck](#).
- Ask students: What do you know about this symbol? What does it mean?
- Students share ideas with a partner.
- Class discussion. Call on a few students to share out.

2. Talking Point:

- *Today we will be talking about one of the meanings of this symbol: Black Power. We will be looking at how Black Power ideas led to change on Oregon campuses. This will help us continue to answer our unit essential questions: “How did Black Oregonians use their collective power to make change occur during the Civil Rights era? How impactful were these changes?”*

3. Defining Black Power:

- Show students the Stokely Carmichael quote on [slide 3](#). Tell students Carmichael was a civil rights activist who is credited with turning “Black Power” into a public slogan.
- Ask students: What is the definition of “Black Power” according to this quote?
- Give students time to think, then call on a few students to share their ideas. Come to a class consensus on what it means.
- Pass out the [Lesson 8 Worksheet](#) to students. Have them write down the class definition under “Quote 1.”
- Repeat for the second Carmichael quote on [slide 4](#).
- Have students read the first paragraph of the “Black Power on Campus” section of the [Racing to Change Online Exhibit](#). As they read, they should look for a definition of Black Power and write it down on the [Lesson 8 Worksheet](#).
- Come back together as a class and work on a definition of Black Power. Students should pull out the definition “A rallying cry for those who saw self-determination and self-reliance as the best way for Black people to thrive in America.” from the exhibit ([slide 6](#)).
- Define the words “self-determination” and “self-reliance” for students. You may ask students to think about what reliance/relying on other people means to help them understand the definition. Show the definitions on [slide 7](#).



- Give students time to copy down the definitions on their [Lesson 8 Worksheet](#).

4. Racing to Change Exhibit:

- Tell students to read the next two paragraphs in the “Black Power on Campus” section of the [Racing to Change Online Exhibit](#) and look at the photographs. As they read, they should answer the Exhibit Questions on the [Lesson 8 Worksheet](#).
 - Teacher’s Note: When students click to enlarge a picture, they will not see the caption.
- Once most students are done reading and filling out the worksheet, have them find a partner and discuss their answers ([slide 9](#)).
- Have a class discussion focusing on questions 3-6.
Possible answers:
 - Self-Determination: Taking action to make changes rather than waiting for things to happen, calling out racial discrimination
 - Self-Reliance: BSU’s
 - Add Pride/Afrocentrism/celebrating heritage to our definition of Black Power
- Again ask students to go back through this section of the exhibit and look for examples of celebrating heritage and culture on college campuses.
- Lead a class discussion with students.

5. Completing Racing to Change Closure Worksheet:

- Pass out another copy of [Racing to Change Lesson Closure Worksheet](#) or have students take out their [Packet](#).
- Tell students that instead of filling out the closure worksheet for each individual college/university, we’re going to think across institutions and look at the change actions of Black Student Unions and Black Studies Programs.
- Give students time to fill out the table.
- Have a class discussion about students’ answers.

6. End of Class Reflection and Discussion:

- Project the following questions and prepare for a class discussion:



	<ul style="list-style-type: none"> ■ Why were self-determination and self-reliance important ideas for the Civil Rights movement? ■ What connections do you see between ideas in this lesson and ideas in other lessons? ■ Where do you see ideas of Black Power today? <ul style="list-style-type: none"> • Give students a few minutes to think about the questions. • Have students turn and talk with a partner. • Class discussion. Call on students to share their thoughts.
Formative Assessments	<ul style="list-style-type: none"> • Collect students' Lesson Closure Worksheet. Note that students will need these back for the end of unit summative assessment. Hand them back to students before starting Lesson 10. • Collect students' Lesson 8 Worksheet as a formative assessment on how well students understood the ideas of Black Power and could apply them to campus activism.
Extensions	<ul style="list-style-type: none"> • University of Oregon's Museum of Natural and Cultural History also has a Racing to Change Online Exhibit that focuses on the UO campus and Eugene. One section compares student demands in 1968 to student demands in 2015. This would be a great opportunity to connect Black Power to the present. • Discuss if the University of Oregon's Afro Duck mascot is celebrating heritage or a racist stereotype.
Oregon Social Science Standards Integrated with Ethnic Studies	<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>Civics and Government</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 process for the expansion and protection of civil rights.</p> <p>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.</p> <p>HS.11. Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.</p> <p>Geography</p>



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.



	<p>HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.</p> <p>HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.</p> <p>Social Science Analysis</p> <p>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.</p> <p>HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.</p> <p>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.</p> <p>HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</p> <p>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.</p> <p>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>
<p>Holocaust and Other Genocides Learning Concepts:</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>

