

# RACING TO CHANGE:

## *Oregon's Civil Rights Years*

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### High School Unit

## Lesson Nine



THE OREGON  
HISTORICAL  
SOCIETY  
FOUNDED 1898



A collaboration between the Oregon Historical Society and Oregon Black Pioneers

Developed by Emilie Krutzik and Zachary Stocks

# Lesson 9

## Progress Through Representation

<p><b>Overview</b></p>	<p>Students will learn about three different Black Oregonians elected to local and state office and their contributions to the Civil Rights movement. 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="483 835 708 911">Word</th> <th data-bbox="708 835 1503 911">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 911 708 999">Levy</td> <td data-bbox="708 911 1503 999">A tax to be paid</td> </tr> <tr> <td data-bbox="483 999 708 1115">Polyglot</td> <td data-bbox="708 999 1503 1115">Speaking or using many languages</td> </tr> </tbody> </table>		Word	Definition	Levy	A tax to be paid	Polyglot	Speaking or using many languages
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<p><b>Lesson Specific Vocabulary</b></p> <p>Note: These are terms that need to be explicitly defined with students before or during this lesson.</p>	<table border="1"> <thead> <tr> <th data-bbox="483 1220 727 1295">Word</th> <th data-bbox="727 1220 1503 1295">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 1295 727 1499">Portland City Commissioner</td> <td data-bbox="727 1295 1503 1499">An elected position that serves on the Portland City Council. Commissioners are responsible for legislative policy and oversee the various bureaus that make up the city government</td> </tr> </tbody> </table>		Word	Definition	Portland City Commissioner	An elected position that serves on the Portland City Council. Commissioners are responsible for legislative policy and oversee the various bureaus that make up the city government		
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<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Two Column Notes Template</a> (may also have students use notebooks or binders)</li> <li>• <a href="#">Black Office Holders Biographical Slide</a> (one digital or paper copy for each student)</li> <li>• Post links to the following Oregon Encyclopedia biographies for students to access:             <ul style="list-style-type: none"> <li>○ <a href="#">Charles Jordan</a></li> <li>○ <a href="#">Bill McCoy</a></li> </ul> </li> </ul>							



	<ul style="list-style-type: none"> <li>○ <a href="#">Mercedes Deiz</a></li> <li>● <a href="#">Racing to Change Lesson Closure Worksheet</a> (digital or paper copies for each student- NOT needed if using <a href="#">Lesson Closure Packet</a>)</li> <li>● <a href="#">Lesson 9 Slide Deck</a> (for projecting)</li> <li>● <a href="#">Lesson Closure Answer Key</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>Step by Step Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Warm Up: <ul style="list-style-type: none"> <li>● Show students the image from Charles Jordan's swearing in ceremony on slide 2 of the <a href="#">Lesson 9 Slide Deck</a>.</li> <li>● Ask students the following questions: <ul style="list-style-type: none"> <li>■ What do you notice in this photo?</li> <li>■ Describe the people in this photo. What expressions are on people's faces?</li> </ul> </li> <li>● Give students a minute to look at the photograph and think of answers.</li> <li>● Have them share with a partner.</li> <li>● Class discussion: Call on a few students and have them share out.</li> </ul> </li>   <li>2. Talking Point: <ul style="list-style-type: none"> <li>● <i>This picture shows the jubilation of a woman attending the swearing in ceremony of Portland's first African American City Commissioner, Charles R. Jordan. Today, we are going to research Black Oregonians who held public office. We will be focusing on how impactful change is made within the political system. This will help us 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 those changes?"</i></li> </ul> </li>   <li>3. Racing to Change Exhibit: <ul style="list-style-type: none"> <li>● Have students set up their two column notes or use the <a href="#">Two Column Notes Template</a>. In the left column, students will write down questions and reactions to the exhibit/images, connections they make to other historical events, and inferences/predictions. In the right column, students will focus on the information presented in the exhibit. More specifically for today, they should write</li> </ul> </li> </ol>



down reasons why having Black elected officials is important to the Civil Rights movement.

- Assign students to read the “Black Elected Officials” section in the [Racing to Change Online Exhibit](#). Give independent work time for students to read and take notes.
- After students are finished reading, have students turn and share at least one thing they wrote down in their notes with a partner.
- Have a class discussion about the questions, reactions, connections, inferences, and reasons students wrote down.
- Recommended discussion points:
  - Ask students to share the reasons why having Black elected officials is important that they read in the exhibit. Possible answers are:
    1. Elected officials help make budget decisions and can allocate funding to Black communities and causes.
    2. They can also advocate for Black communities by pressuring other lawmakers to support Black causes.
    3. Representation paves the way for others to work in government.
  - Connection between image in exhibit and the image in the warm up. Both are from Charles Jordan’s swearing in ceremony.

#### 4. Research and Slideshow:

- Explain to students that they will be researching one of three Black office holders today to look more in depth about their impacts.
- Go through the instructions for research with students. Students will:
  - Read a short biography of the person
  - Summarize the information on a slide
  - Share the information with a group
- Put students into groups of three and assign each student one of the office holders.
- Give students time to read their assigned Oregon Encyclopedia biography and fill out the [Black Office](#)



### [Holders Biographical Slide.](#)

- Paper option: Print off the biographies and slide and have students fill it out by hand.
- Put students into expert groups with others who read the same biography. Give students time to share ideas and add/change their slides.
- When students finish sharing with their expert group, send them to their original group.

### 5. Share with Groups:

- Pass out a new copy of the [Racing to Change Lesson Closure Worksheet](#) or have students take out their [Packet](#).
- Pick one of the elected officials and have the students who read that biography share first. Give students one minute to share the information on their slide with their group members.
  - Teacher's note: to help students go into detail, set a rule that they have to talk for the full minute. If students finish sharing early, they should go back and re-explain.
- Once everyone has shared, groups will work together to fill out the [Lesson Closure Worksheet](#) with information on Charles Jordan, Bill McCoy, and Mercedes Deiz. Each person should have their own column (see example on [slide 9](#)).

### 6. Completing Racing to Change Closure Worksheet:

- Go over responses to the [Lesson Closure Worksheet](#) as a whole class. Call on students to share what their group wrote down. Capture their responses on a class copy of the closure worksheet.
- Ask students: now that we've looked at the contributions and impacts of three Black officials, why is Black representation in government positions important?
- Students share ideas with a partner.
- Class discussion. Call on multiple students to share ideas. If students are stuck, have them think about what they read in the Racing to Change exhibit or the actions/impacts of the officials we learned about today.

### 7. End of Unit Reflection and Discussion



	<ul style="list-style-type: none"> <li>• Read through the Racing to Change “The Road Ahead” section as a whole class</li> <li>• Ask students: <ul style="list-style-type: none"> <li>▪ Is there unfinished business?</li> <li>▪ What has changed and what has stayed the same since the 1960s?</li> <li>▪ What ways do you see activism around these issues today?</li> </ul> </li> <li>• Give students a few minutes to think about the questions. You may want them to write down their answers on a sheet of paper or the back of their <a href="#">Lesson Closure Worksheet</a>.</li> <li>• Have students turn and talk with a partner.</li> <li>• Class discussion. Call on students to share their thoughts.</li> </ul>
<p><b>Formative Assessments</b></p>	<ul style="list-style-type: none"> <li>• Collect the <a href="#">Racing to Change Lesson Closure Worksheet</a> as a formative assessment for understanding. Note that students will need it back for the end of unit assessment. Hand them back to students before starting Lesson 10.</li> <li>• Have students turn in their <a href="#">Black Office Holders Biographical Slide</a>. Look for student understanding of impacts to today. Consider going over some exemplars at the start of the next lesson.</li> </ul>
<p><b>Support for All Students</b></p>	<ul style="list-style-type: none"> <li>• Use shortened versions of the Oregon Encyclopedia entries that focus on the actions and impacts of the elected officials: <ul style="list-style-type: none"> <li>▪ <a href="#">Charles Jordan</a></li> <li>▪ <a href="#">Bill McCoy</a></li> <li>▪ <a href="#">Mercedes Deiz</a></li> </ul> </li> <li>• Have students work in partners to complete their <a href="#">Black Office Holders Biographical Slide</a>.</li> </ul>
<p><b>Extensions</b></p>	<p>Bill McCoy ushering in the re-ratification of the 14th Amendment is an often untold part of Oregon history. To dive deeper into Oregon’s history with the 14th Amendment, check out this <a href="#">timeline and primary sources guide</a>.</p>



**Oregon Social  
Science Standards  
Integrated with Ethnic  
Studies**

*The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.*

**Civics and Government**

HS.2 Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.

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.

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,



	<p>racial supremacy, privilege, intersectionality, and identity, influence perspectives in the understanding of history and contemporary events.</p>
<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>

