

RACING TO CHANGE:

Oregon's Civil Rights Years

High School Unit

Lesson Two



THE OREGON
HISTORICAL
SOCIETY
FOUNDED 1898



A collaboration between the Oregon Historical Society and Oregon Black Pioneers

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Lesson 2

People Get Ready to Fight Job Discrimination

| Overview | Students will learn about other groups that continued to fight for racial justice after the Oregon Civil Rights Act of 1953, specifically focusing on the issue of job discrimination. They will also practice discussing which change action was the most impactful, which will come up again in the Lesson 10 end of unit Socratic Seminar. | | | | | | |
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| 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 | | | | | | |
| Academic Vocabulary Note: Make sure that students are familiar with these words before you start the lesson. | <table border="1"> <thead> <tr> <th>Word</th><th>Definition</th></tr> </thead> <tbody> <tr> <td>Civil Rights</td><td>The rights that every person should have, such as being treated fairly by the law</td></tr> <tr> <td>Impact</td><td>The effect or influence that an action has on someone or something</td></tr> </tbody> </table> | Word | Definition | Civil Rights | The rights that every person should have, such as being treated fairly by the law | Impact | The effect or influence that an action has on someone or something |
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| 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>Job Discrimination</td><td>Not being hired for a job because of something out of your control, such as race</td></tr> </tbody> </table> | Word | Definition | Job Discrimination | Not being hired for a job because of something out of your control, such as race | | |
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| Job Discrimination | Not being hired for a job because of something out of your control, such as race | | | | | | |
| Materials Needed | <ul style="list-style-type: none"> • Two Column Notes Template (may also have students use notebooks or binders) • Job Discrimination Analysis Worksheet (digital or paper copies for each student) • Job Discrimination Primary Sources (one for each pair of students) • Racing to Change Lesson Closure Worksheet (digital or | | | | | | |



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| | <p>paper copies for each student- NOT needed if using Lesson Closure Packet)</p> <ul style="list-style-type: none"> • Lesson 2 Slide Deck (for projecting) • Answer Keys • Oregon Black Pioneers' Racing to Change Online Exhibit (students will need access to the link) |
| Background Information for Educators | <ul style="list-style-type: none"> • Read pages 9-13 of the The Negro in Portland: A Progress Report 1945-1957 for a sense of the employment issues Black Portlanders faced. • Boycotts of businesses, which are mentioned in the Job Discrimination Primary Sources, were a relatively new change action for the Black community. Black household income grew with the increased job opportunities during and after World War II. This wealth increase gave the Black community more purchasing power and thus the ability to boycott stores as a way to advocate for change. |
| Step by Step Instructions | <ol style="list-style-type: none"> 1. Warm Up: <ul style="list-style-type: none"> • Show students the diagram on slide 2 of the Lesson 2 Slide Deck. Give students time to observe the diagram and think about the following questions: <ul style="list-style-type: none"> ■ What differences do you notice between the jobs available to Black Oregonians in 1945 versus 1953? ■ Why do you think fighting against job discrimination was an important part of the Oregon Civil Rights movement? • Have students turn and talk with a partner. • Class discussion. Call on a few students to share ideas. • As part of the class discussion, make sure students understand that job discrimination was mainly about opening up new and better paying opportunities for Black Oregonians. 2. Talking Point: <ul style="list-style-type: none"> • <i>Today's focus is how Black Oregonians used their collective power to fight against job discrimination. We will look at a few different strategies and discuss their impacts. This will help us answer our unit essential questions, "How did Black Oregonians use their collective power to make change occur during the Civil</i> |



Rights era? How impactful were these changes?"

3. Racing to Change Exhibit

- This unit will use a two column notes structure whenever students read through the Racing to Change online exhibit. Students can set this up in notebooks or binders or use the [Two Column Notes Template](#). 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. They should write down groups and organizations mentioned, change actions they read about, and summarize the section.
- Walk students through setting up their notes, explaining what they should write in each column.
- Have students go to [the online Racing to Change exhibit](#) and read through sections “A Movement Grows,” “Houses of Faith,” and “Political Organizations.”
- As they read, have students take down notes using the two column structure.
- Once students are done reading, ask students to share out organizations they read about and the change actions they used.
 - Organizations: NAACP, Urban League, CORE
 - Change actions: Lobbying for legislation, marches

4. Comparing Strategies:

- Put students into pairs. Each pair of students will look at one of the following change actions in more detail by analyzing the [Job Discrimination Primary Sources](#)
 - Job Placement
 - Investigating Discrimination
 - Legislation
 - Boycotts
- Assign pairs of students to a source. Give the pair a copy of their assigned primary source and give each student a [Job Discrimination Analysis Worksheet](#).
- Go through the directions for Part 1. Students will look at their source, summarize it, and think about the impacts it had.
- Give students time to analyze and discuss with their



partner.

5. Group Share and Discussion:

- Have all students go back to their seats. Regroup students into groups of four so that each group has a student representative from each of the four change actions.
- Students will share the information they wrote down in Part 1 of the worksheet with their group.
- Once everyone has shared, they will work together to complete Part 2 of the [Job Discrimination Analysis Worksheet](#) by:
 - Discussing which action had the most impact at fighting job discrimination.
 - Ranking their choices from 1 (most impactful) to 4 (least effective).
 - Stating their reasoning for the order they chose.
- Give time for groups to complete Part 2.

6. Class Discussion- Coming Up with a Class Order:

- Get students ready to share out to the class. If they haven't already, tell groups to answer the sentence stem, "Overall, _____ caused the most significant change because..."
- Right before sending students back to their original seat, have students number off in their groups.
- Choose one number to be the group member to share their top choice. Choose another number to share the group's reasoning.
- Lead a discussion to come up with a top one or two change actions for the class.

7. 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 they are filling out the worksheet with the information learned today about fighting job discrimination. Give a moment for students to write down the civil rights issue.
- Remind students there are three organizations we looked at today. Give them a moment to think of them, then call



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| | <p>on students to share.</p> <ul style="list-style-type: none"> • Students should use their notes on the Job Discrimination Analysis Worksheet to help them complete the columns. • If needed, go over the definitions of the change action categories again (on slide 11). • Give students time to fill in the worksheet. • Go over the answers for the Racing to Change Lesson Closure Worksheet as a class to make sure that students are understanding how to fill out the reflection. Use the answer key to help you. • Remind students that they don't have to have exactly the same things written down. There might be some slight disagreement on the change action categories or impacts and that's fine. Encourage students to add/change ideas during the discussion. <p>8. End of Class Reflection and Discussion:</p> <ul style="list-style-type: none"> • Project the following questions and prepare for a class discussion: <ul style="list-style-type: none"> ■ What are ways Black Oregonians used their collective power during the Civil Rights era? ■ What are the most important things to consider when thinking about the impacts of change actions? • Give students a minute to think about the questions. If you want students to write out their answers, they can do so on the back page of the Job Discrimination Analysis Worksheet. • Have students turn and talk with a partner. • Class discussion. Ask the questions one at a time. Call on students to share their thoughts and ideas. |
| <p>Formative Assessments</p> | <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. • Listen in on group discussions for Part 2 of the Job Discrimination Analysis Worksheet to assess students' reasoning skills. |



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| Support for All Students | Differentiate primary source assignments. Sources 1 and 4 are more language accessible and image-based. |
| Extensions | Chapter five of “The State of Black Oregon,” published by the Urban League of Portland in 2015, gives an updated look at the employment of Black Oregonians. Page 105 has a statistic on workplace discrimination reports that directly relates to this lesson. Use this or other statistics, infographics, and articles from the report to discuss similarities and differences for Black Oregonians today. |
| 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> <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.</p> <p>HS.42 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>HS.50 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.</p> <p>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.</p> <p>Historical Knowledge</p> |



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.



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| | <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> |

