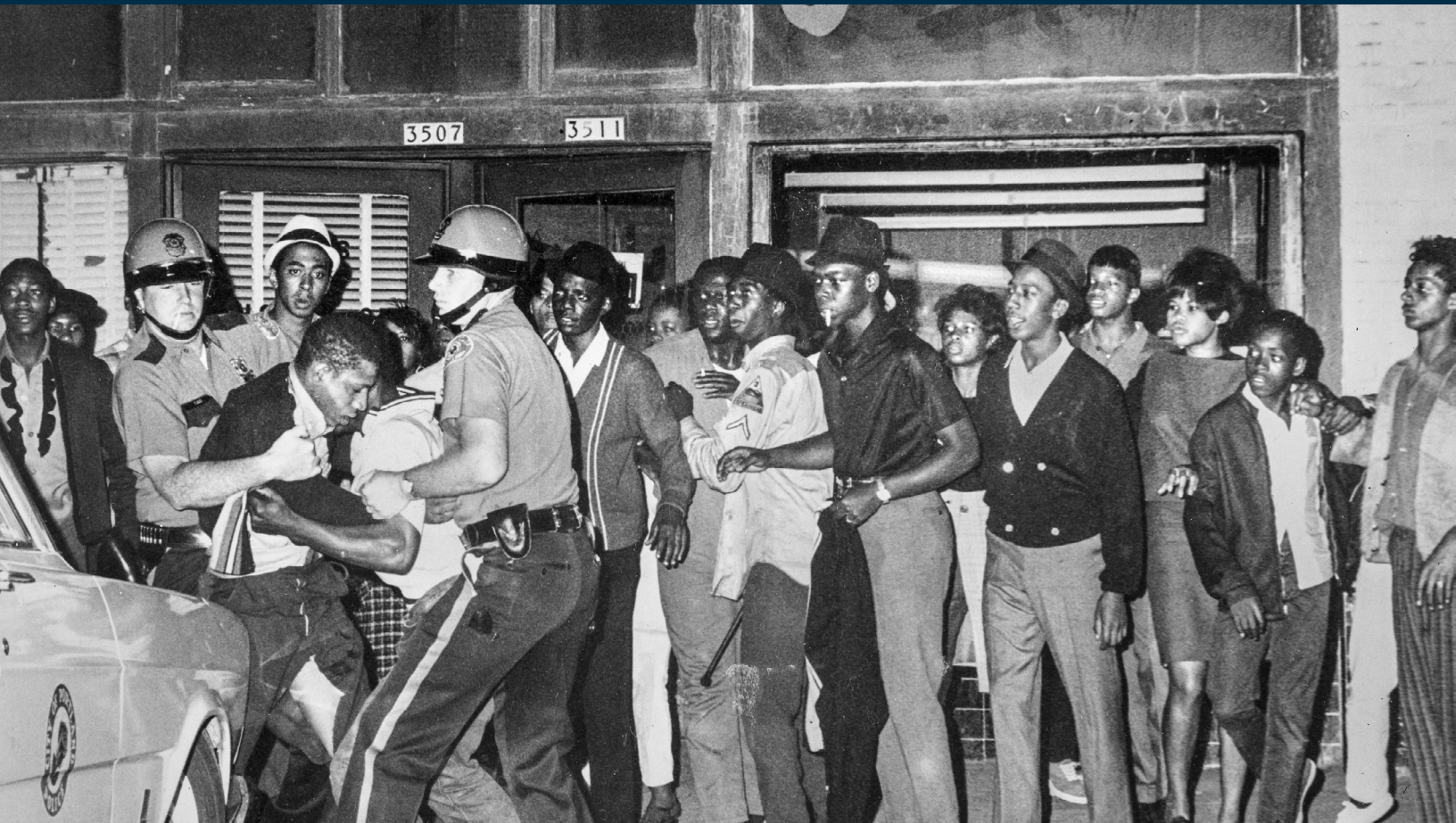


RACING TO CHANGE:

Oregon's Civil Rights Years

High School Unit

Lesson Six



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 6

Police Encounters

Overview	Students will compare the bias in different newspaper articles to understand the events of the Albina Riots in 1967. The ideas in this lesson build on the impacts of housing segregation started in Lesson Four.											
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											
Slang Vocabulary Note: This lesson uses an article written in the 1960s that uses slang terms of that era. Most of them refer to drugs and alcohol. Definitions are listed if needed-please choose what is best for your students.	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>Hunky / Hunkies</td><td>A slang term for White people</td></tr><tr><td>Numbers</td><td>A slang word for a joint</td></tr><tr><td>Robitussin/ Robo Freaks</td><td>A brand of cough syrup that at high doses can mimic the effects of illegal drugs</td></tr><tr><td>T-bird and Tokay</td><td>Slang referring to cheap brands of wine</td></tr></table>		Word	Definition	Hunky / Hunkies	A slang term for White people	Numbers	A slang word for a joint	Robitussin/ Robo Freaks	A brand of cough syrup that at high doses can mimic the effects of illegal drugs	T-bird and Tokay	Slang referring to cheap brands of wine
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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><tr><th>Word</th><th>Definition</th></tr><tr><td>Bias</td><td>A tendency (either known or unknown) to prefer one thing over another that prevents objectivity</td></tr></table>		Word	Definition	Bias	A tendency (either known or unknown) to prefer one thing over another that prevents objectivity						
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Materials Needed	<ul style="list-style-type: none"> • Copies of the two articles that show different perspectives (one digital or paper copy per student) <ul style="list-style-type: none"> ◦ Mainstream Newspaper Source ◦ “Sunday in the Park” Participant Source • Albina Riot Bias Worksheet (one digital or paper copy per student) • Lesson 6 Slide Deck (for presenting) • Answer Key • 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"> • For an overview of the Albina community’s relationship with the police before and after the Albina Riot of 1967, read the Oregon Historical Quarterly Article “Black and Blue: Police-Community Relations in Portland’s Albina District, 1964-1985” by Leanne C. Serbulo & Karen J. Gibson. • Read the Oregon History Project entry on Albina Riot, 1967.
Step by Step Instructions	<ol style="list-style-type: none"> 1. Warm Up: <ul style="list-style-type: none"> • Project the two statistics on slide 2 of the Lesson 6 Slide Deck. • Read the statistics aloud to the class. • Ask students: “What do these statistics tell you about policing in Portland in the 1960s?” • Give students time to turn and discuss with a partner. • Class discussion. Call on a few students to share ideas. <ul style="list-style-type: none"> ➢ Teacher Note: During the discussion, guide students to connect the statistics back to the information in the Code Switch video from Lesson 4, specifically that housing segregation/redlining causes increased police presence. 2. Talking Point: <ul style="list-style-type: none"> • <i>In this lesson we will continue looking at issues in the Albina district. The last two lessons we learned about housing segregation and urban renewal in Albina. Today we will focus on policing in the community. We will still be thinking about the questions “How did Black Oregonians use their collective power to make change occur during the Civil Rights era? How</i>



impactful were those changes?”

3. Racing to Change Exhibit:

- Pass out an [Albina Riot Bias Worksheet](#) to each student.
- Direct them to read the “Police Encounters” section on the [Racing to Change Online Exhibit](#).
- As they read, students should fill out Part 1 of [Albina Riot Bias Worksheet](#) which has them identify the facts of the Albina Riot of 1967 and also the groups involved.
- Once students are finished reading, give them time to share their answers with a partner.
- Have a class discussion about the answers to Part 1.
 - Teacher’s Note: Make sure students have an answer to question 2, as knowing the different groups involved will help students answer questions in Part 2.

4. Comparing Two Articles:

- Explain to students that they will now compare how two different articles describe events during the Albina Riot.
- Pass out copies of the two articles students will be comparing: [Mainstream Newspaper Source](#) (an article from the *Oregon Journal*) and [“Sunday in the Park” Participant Source](#) (an article from the PSU student newspaper *Vanguard*).
- Get students started on Part 2 of the worksheet by identifying the authors of both articles as a class.
- Ask students: Why does it matter who the authors are and what their relationship is to the Albina Riot?
- Call on a few students to share their thoughts. The discussion should lead to the idea of bias. Define the word if needed.
- Instruct students to read both articles and fill out Part 2 of the [Albina Riot Bias Worksheet](#) to help them identify biases in the articles. Remind students that there may be other speakers interviewed in the article. They should keep track of those as well.
- Give students time to work individually.
- Put students in partners or groups to share their answers from Part 2. Encourage groups to edit or add



	<p>to their worksheets based on what they hear in the discussion.</p> <ul style="list-style-type: none"> Once they've finished sharing, have students continue working together with their partner/group on Part 3, where they identify what information was similar and different between the two articles. Discuss student answers to Part 3 of the Albina Riot Bias Worksheet. Use the Teacher Answer Key for reference. <p>5. 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 do these articles demonstrate about how some members of the Black community felt about the police? About how the mainstream media felt about Black youth in Albina? How does this lesson connect to information in earlier lessons? What are examples of media bias today? What do these examples tell us about the biases in our society? Give students a few minutes to think about the questions and write their answers in the Reflection section of the Albina Riot Bias 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.
Assessments	<p>Collect students' Albina Riot Bias Worksheet as a formative assessment on students' ability to identify bias and use quotes and/or evidence to support their answer.</p>
Teacher Notes	<ul style="list-style-type: none"> Since today's lesson focuses on one event rather than groups, this lesson does not have students fill out a Racing to Change Lesson Closure Worksheet. The statistics in the lesson introduction can be found on pages 11 and 12 of the Oregon Historical Quarterly article "Black and Blue: Police-Community Relations in Portland's Albina District, 1964-1985" All three newspaper articles have been edited for length and clarity. Read the full articles below:



	<ul style="list-style-type: none"> ■ “Rapping about Albina 'Disturbance'” ■ “Gang Burns Store; Youth Shot; 6 Hurt” ■ ‘Outside Agitators’ Gone, Officials Say
Support for All Students	Partner up students and assign them one article each. Students can fill out the Albina Riot Bias Worksheet for their source and then collaborate together to complete the rest.
Extensions	<ul style="list-style-type: none"> • Connect this lesson to issues of over policing Black communities today. • Continue the conversation on the importance of word choice in news stories by looking at <i>The Oregonian’s</i> project “Publishing Prejudice” that looks at how, “The overtly racist words printed by Henry Pittock and Harvey Scott made Oregon a more hostile place for people of color.”
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</p>



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



	<p>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>

