

RACING TO CHANGE:

Oregon's Civil Rights Years

High School Unit

Lesson Ten



THE OREGON
HISTORICAL
SOCIETY
FOUNDED 1898



A collaboration between the Oregon Historical Society and Oregon Black Pioneers

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Lesson 10

Socratic Seminar

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| Overview | Students will review their lesson closure sheets from the whole unit to prepare for a Socratic Seminar. The seminar will act as the end of unit assessment. |
| Essential Question(s) | <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> |
| Delivery Time | Two to Three 60-minute class periods |
| Materials Needed | <ul style="list-style-type: none"> • Students will need their completed Racing to Change Lesson Closure worksheets from Lessons 1-9 or their Racing to Change Lesson Closure Packet • Socratic Seminar Prep Worksheet (digital or paper copies for each student) • Socratic Seminar Prep Worksheet Answer Key (for educator reference) • Partner Evaluation and Reflection for Socratic Seminars (digital or paper copies for each student) • Discussion Leader for Socratic Seminars (digital or paper copies for two students) • Lesson 10 Slide Deck (for projecting) • Claim Outline Worksheet (digital or paper copies for each student) • Oregon Black Pioneers' Racing to Change Online Exhibit (students will need access to the link) • Poster Paper (one for each change action for a total of 6) |
| Background Information | Students will be participating in a Socratic Seminar as part of the unit assessment. For more information about conducting Socratic Seminars, review the AVID Socratic Seminar Overview . |



Step by Step Instructions

Day 1

1. Warm Up:

- Ask students to take out all of their [Racing to Change Lesson Closure worksheets](#) (they should have 8) or their [Lesson Closure Packet](#).
- Project the following warm up prompt (on slide 1 of the [Lesson 10 Slide Deck](#)):
 - Take out all 8 of your Racing to Change Lesson Closure worksheets
 - Review all of your worksheets. What patterns do you notice?
- Give students two to three minutes to answer the questions.
- Have them share out with a partner. This could also be a time that students work to finish up any closure worksheets they missed.
- Class discussion: Call on a few students to share out.

2. Talking Point:

- *Today we will prepare for our unit assessment, which will be a discussion on our 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. Review and prepare for the Socratic Seminar

- Note: This activity is designed as a partner / concentric circle Socratic Seminar, wherein students are partnered and take turns sitting at the discussion table. You may want to review the Socratic Seminar expectations on [slide 3](#).
- Have students keep out their [Lesson Closure worksheets](#) or [Packet](#). Pass out a copy of the [Socratic Seminar Prep worksheet](#) to each student.
- Explain to students that they will use their reflections from each lesson to complete Part 1 of the [Socratic Seminar Prep worksheet](#).
- Go through the directions for Part 1 with students:
 - Look through all of your Lesson Closure worksheets from this unit.
 - Take each of the people/organizations we learned about and categorize them by change action.
- Students complete Part 1 with a partner or small group.



4. Gallery Walk:

- Before class begins, write each change action on poster paper. Then make two columns, one labeled “People/Organizations” and the other “Impacts” (see example on [slide 5](#)). Hang them around the room for students to complete a Gallery Walk.
- Rotation 1: Give students a few minutes to go around and write down organizations that used that change action.
- Rotation 2: Students will write down an impact that occurred because of that change action.
- Rotation 3: Have students walk around and view the posters. They should add/change their answers to Part 1 of the [Socratic Seminar Prep worksheet](#) to reflect any new ideas they see.
- Rotation 4: Students will star the two change action posters that you think caused the most impacts.
- Have a brief class discussion on student responses. Is there a consensus on one or two change actions? Any other patterns/interesting ideas emerge?

5. Part 2 and Part 3:

- Go through the directions for Part 2 of the [Socratic Seminar Prep worksheet](#) with students, where they pick the top two change actions that they believe caused the most long-lasting change.
- Give students time to complete Part 2. It is recommended that students complete this part individually so there will be different opinions during the discussion.
- Go through the directions for Part 3 with students. They need to prepare for the discussion by coming up with evidence to support their argument and write 5 questions to ask during the discussion.
- Provide students with sentence frames to help them write their questions (on [slide 10](#)):
 - How do you see ___ in current events?
 - Do you think ___ is justified/not justified?
 - How did the [change action] impact ___?
- Give students time to complete Part 3.

6. End of first 60 minute class

- As a closure for today, ask students to narrow down their



two change actions in Part 2 to the one change action they believe created the most lasting change.

Day 2

7. Warm Up:

- Ask students to take out their [Socratic Seminar Prep worksheet](#) from yesterday.
- Give students time to review the five questions they wrote in Part 3 and star two they want to discuss the most.

8. Socratic Seminar Steps:

- Review the Socratic Seminar Expectations on [slide 13](#).
- Partner students up and have them decide who will be partner A and partner B.
- Hand out the [Partner Evaluation and Reflection for Socratic Seminars](#) and review it with students.
 - Option: Pick a discussion leader to start the Socratic Seminar. Give the discussion leader the [Discussion Leader for Socratic Seminars](#) form which has prompts that you may want to use in the Socratic Seminars.
- Arrange desks into a large circle or oval and have the first group sit at the desks, with their partners behind them.
- If using a discussion leader, have them ask the first question and then encourage others to ask their questions. Or you could start the discussion by asking the focus question “What change action was the most impactful?”
- Let the conversation go. It can be helpful to pause from time to time and have partners talk with each other, as a way to do quick brainstorming.
- After 10-15 minutes, have students rotate.
- At the end, have students return tables and chairs, and complete their reflection (3-5 minutes). If time permits, have them share out on these topics:
 - What ideas did you agree with? Why?
 - What ideas did you disagree with? Why?
 - Think about our Socratic Seminar. As a class, what did we do a good job on? What can we improve on?
- Collect their [Partner Evaluation and Reflection for Socratic Seminars](#) forms.



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| | <p>Optional Day 3: Writing Assessment</p> <p>9. Rough Draft of Claim:</p> <ul style="list-style-type: none"> • Hand out a Claim Outline Worksheet to each student. • Walk students through the outline. They will be writing a claim answering the unit essential questions, “How did Black Oregonians use their collective power to make change occur during the Civil Rights era? What change action was the most impactful?” and using three primary sources from the Racing to Change Online Exhibit or from the lessons to support their answer. • Give students time to fill out their Claim Outline Worksheet. • Have students write the final essay in class or as a homework assignment. |
| <p>Assessments</p> | <ul style="list-style-type: none"> • The Socratic Seminar can be used as a speaking or behavior grade. • Collect students’ claim paper and use it as their summative assessment for the unit. |
| <p>Teacher Notes</p> | <p>The essential question is purposefully broad so students can interpret it however they choose. Some students may focus on change during the Civil Rights era while others may think about change lasting to the present. Feel free to narrow the scope of discussion if needed.</p> |
| <p>Support for All Students</p> | <p>Hand out Frames for Group Discussions to help guide students when writing questions.</p> |
| <p>Oregon Social Science Standards Integrated with Ethnic Studies</p> | <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,</p> |



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



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| | <p>HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.</p> <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> |





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