

# RACING TO CHANGE:

## *Oregon's Civil Rights Years*

### Middle School Unit

## Lesson Two



*years  
of  
interracial  
progress*



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 2

# People Get Ready to Fight Job Discrimination

<b>Overview</b>	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 effective, which will come up again in the Lesson 10 Socratic Seminar.								
<b>Essential Question(s)</b>	How did Black Oregonians use their collective power to make change occur during the Civil Rights era?  How impactful were these changes?								
<b>Delivery Time</b>	One 60 minute class period								
<b>Academic Vocabulary</b>  Note: Make sure that students are familiar with these words before you start the lesson.	<table border="1"> <thead> <tr> <th style="text-align: left;">Word</th> <th style="text-align: left;">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> <tr> <td>Merit</td> <td>To be worthy of something (like a job) because of skills</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	Merit	To be worthy of something (like a job) because of skills
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<b>Lesson Specific Vocabulary</b>  Note: These are terms that need to be explicitly defined with students before or during the lesson.	<table border="1"> <thead> <tr> <th style="text-align: left;">Word</th> <th style="text-align: left;">Definition</th> </tr> </thead> <tbody> <tr> <td>Boycott</td> <td>An organized effort to damage a business by refusing to spend money there</td> </tr> <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	Boycott	An organized effort to damage a business by refusing to spend money there	Job Discrimination	Not being hired for a job because of something out of your control, such as race		
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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="#">Job Discrimination Analysis Worksheet</a> (digital or paper copies for each student)</li> <li>• <a href="#">Job Discrimination Primary Sources</a> (each pair of students need one source)</li> <li>• <a href="#">Racing to Change Lesson Closure Worksheet</a> (digital or paper copies for each student- NOT needed if using the compiled <a href="#">Lesson Closure Packet</a>)</li> <li>• <a href="#">Lesson 2 Slide Deck</a> (for projecting)</li> <li>• <a href="#">Answer Keys</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>Background Information for Educators</b></p>	<ul style="list-style-type: none"> <li>• Read pages 9-13 of the <a href="#">The Negro in Portland: A Progress Report 1945-1957</a> for a sense of the employment issues Black Portlanders faced.</li> <li>• Boycotts of businesses, which are mentioned in the <a href="#">Job Discrimination Primary Sources</a>, 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.</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 diagram on slide 2 of the <a href="#">Lesson 2 Slide Deck</a>. Give students time to observe the diagram and think about the following questions: <ul style="list-style-type: none"> <li>■ What differences do you notice between the jobs available to Black Oregonians in 1945 versus 1953?</li> <li>■ Why do you think fighting against job discrimination was an important part of the Oregon Civil Rights movement?</li> </ul> </li> <li>• Have students turn and talk with a partner.</li> <li>• Class discussion. Call on a few students to share ideas.</li> <li>• 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.</li> </ul> </li> </ol>



## 2. Talking Point:

- *Today we will learn 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 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](#). The change actions are:
  - Job Placement
  - Investigating Discrimination
  - Legislation



- **Boycotts**

- Assign pairs of students to one of the [Job Discrimination Primary Sources](#). Give each 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 then analyze how the change action impacted job opportunities for Black Oregonians.
- Give students time to work with their partners.

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 their information from Part 1 with this new small group. Slide 7 of the [Lesson 2 Slide Deck](#) has some sentence stems to help students with their discussion.
- As students share information, the other group members will complete Part 2 of the [Job Discrimination Analysis Worksheet](#) by taking notes on impacts they think really made a difference.
- Once everyone has shared, have students move on to Part 3 of the worksheet. They will discuss which action was most impactful at fighting job discrimination and then rank their choices from 1 (most impactful) to 4 (least impactful). Then they will write out their reasoning.

6. **Class Discussion- Coming Up with a Class List:**

- 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 the Racing to Change Closure Worksheet:

- Pass out another copy of [Racing to Change Lesson Closure Worksheet](#) or have students take out their [Lesson Closure 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 on students to share.
- 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 12](#)).
- 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.

8. End of Class Reflection and Discussion

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



	<ul style="list-style-type: none"> <li>• Class discussion. Ask the questions one at a time. Call on students to share their thoughts and ideas.</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Collect students' <a href="#">Lesson Closure Worksheet</a>. Note that students will need these back for the end of unit summative assessment.</li> <li>• Listen in on group discussions for Part 3 of the <a href="#">Job Discrimination Analysis Worksheet</a> to assess students' reasoning skills.</li> <li>• Collect the <a href="#">Job Discrimination Analysis Worksheets</a> to check students' reasoning skills.</li> </ul>
<b>Support for All Students</b>	Differentiate primary source assignments. Sources 1 and 4 are more language accessible and image-based.
<b>Extensions</b>	<a href="#">Chapter five of "The State of Black Oregon,"</a> 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.
<b>Oregon Social Science Standards Integrated with Ethnic Studies</b>	<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><b>6th Grade</b></p> <p><b>6.4</b> Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.</p> <p><b>6.20</b> Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.</p> <p><b>6.21</b> Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere.</p> <p><b>6.23</b> Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious</p>



groups, and other traditionally marginalized groups throughout the Western Hemisphere.

**6.24** Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.

**6.27** Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies, and potential outcomes.

**6.28** Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of these arguments.

### **7th Grade**

**7.1** Describe the role of citizens in governments.

**7.5** Identifying and analyzing historical and contemporary means societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

**7.27** Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.

**7.28** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**7.29** Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

**7.30** Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments.

### **8th Grade**

**8.6** Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.



- 8.7** Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.
- 8.9** Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker’s rights) for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.
- 8.22** Evaluate continuity and change over the course of United States history by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.
- 8.27** Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.
- 8.28** Critique and analyze historical events to recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era.
- 8.30** Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
- 8.31** Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.
- 8.32** Identify and analyze methods of subversion, resistance, challenge, and perseverance, within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives.
- 8.33** Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history.
- 8.36** Construct explanations using reasoning, correct sequence,



	<p>examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations.</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>

