

# RACING TO CHANGE:

## *Oregon's Civil Rights Years*

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### Middle 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

| <b>Overview</b>   | Students will learn about three different Black Oregonians elected to local and state office and their contributions to the Civil Rights movement and beyond.  |      |            |                            |   |      |                  |        |   |
|---|--|------|------------|----------------------------|---|------|------------------|--------|---|
| <b>Essential Question(s)</b>  | How did Black Oregonians use their collective power to make change occur during the Civil Rights era?<br><br>How impactful were these changes?   |      |            |                            |   |      |                  |        |   |
| <b>Delivery Time</b>  | One 60 minute class period   |      |            |                            |   |      |                  |        |   |
| <b>Academic Vocabulary</b><br><br>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>Bureau</td><td>A government department, such as the police bureau</td></tr> <tr> <td>Levy</td><td>A tax to be paid</td></tr> <tr> <td>Tenure</td><td>The period of time when someone holds public office</td></tr> </tbody> </table>   | Word | Definition | Bureau                     | A government department, such as the police bureau  | Levy | A tax to be paid | Tenure | The period of time when someone holds public office |
| Word  | Definition   |      |            |                            |   |      |                  |        |   |
| Bureau  | A government department, such as the police bureau   |      |            |                            |   |      |                  |        |   |
| Levy  | A tax to be paid   |      |            |                            |   |      |                  |        |   |
| Tenure  | The period of time when someone holds public office  |      |            |                            |   |      |                  |        |   |
| <b>Lesson Specific Vocabulary</b><br><br>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>Portland City Commissioner</td><td>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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| 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  |      |            |                            |   |      |                  |        |   |
| <b>Materials Needed</b>   | <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 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> <li>◦ <a href="#">Mercedes Deiz</a></li> </ul> </li> <li>• <a href="#">Racing to Change Lesson Closure Worksheet</a> (digital or</li> </ul> |      |            |                            |   |      |                  |        |   |



|                                  |   |
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|                                  | <p>paper copies for each student- NOT needed if using <a href="#">Lesson Closure Packet</a>)</p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 9 Slide Deck</a></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>   |
| <b>Step by Step Instructions</b> | <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 down reasons why having Black elected officials is important to the Civil Rights movement.</li> </ul> </li> </ol> |



- 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 that are given in the exhibit as to why having Black elected officials is important. 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.
  - Make a connection between the image in the 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.
- Give students time to complete a [Black Office Holders Biographical Slide](#) for their assigned person.



- Paper option: Print off the biographies and [Black Office Holders Biographical Slide](#) and have students fill it out by hand.
- Digital option: Post the biographies and the [Black Office Holders Biographical Slide](#) so that students can digitally access them.
- 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 [Lesson Closure 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?
- Have 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



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|                                 | <p>actions/impacts of the officials we learned about today.</p> <p>7. End of Unit Reflection and Discussion:</p> <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> |
| <b>Formative Assessments</b>    | <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>  |
| <b>Teacher Notes</b>            | <p>The biographies used in this lesson are adapted from Oregon Encyclopedia entries. An article from the Oregon State Bar Bulletin was also used for Mercedes Deiz’s biography. Edits were made to ensure accessibility for middle school students.</p>  |
| <b>Support for All Students</b> | <p>Have students work in partners to complete their <a href="#">Black Office Holders Biographical Slide</a>.</p>   |
| <b>Extensions</b>               | <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.*

**6th Grade**

**6.4** 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.

**6.20** Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.

**6.21** 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.

**6.23** 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 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.





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|   | <p><b>8.31</b> Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.</p> <p><b>8.32</b> 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.</p> <p><b>8.33</b> 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.</p> <p><b>8.36</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations.</p> |
| <b>Holocaust and Other Genocides Learning Concepts:</b> | <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>  |

