

RACING TO CHANGE:

Oregon's Civil Rights Years

Middle School Unit

Lesson One



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 1

A Movement Grows

| <p>Overview</p> | <p>Students will learn about the collective effort it took to pass Oregon’s Civil Rights Bill by reading an <i>Oregonian</i> article about Otto and Verdell Rutherford. The article provides context for how Black Oregonians were treated before and after the bill passed in 1953. Ideas from this lesson will be included in the end of unit Socratic Seminar.</p> | | | | | | | | | | | |
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| <p>Essential Question(s)</p> | <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> | | | | | | | | | | | |
| <p>Delivery Time</p> | <p>One 60 minute class period</p> | | | | | | | | | | | |
| <p>Academic Vocabulary</p> <p>Note: Make sure that students are familiar with these words before you start the lesson.</p> | <table border="1"> <thead> <tr> <th data-bbox="483 873 706 942">Word</th> <th data-bbox="706 873 1503 942">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 942 706 1052">Mimeograph Machine</td> <td data-bbox="706 942 1503 1052">An early copy machine that duplicated documents by hand cranking ink across a stencil</td> </tr> <tr> <td data-bbox="483 1052 706 1161">Slough</td> <td data-bbox="706 1052 1503 1161">A swamp or a shallow lake</td> </tr> </tbody> </table> | | Word | Definition | Mimeograph Machine | An early copy machine that duplicated documents by hand cranking ink across a stencil | Slough | A swamp or a shallow lake | | | | |
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| <p>Lesson Specific Vocabulary</p> <p>Note: These are terms that need to be explicitly defined with students before or during this lesson.</p> | <table border="1"> <thead> <tr> <th data-bbox="483 1266 768 1335">Word</th> <th data-bbox="768 1266 1503 1335">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 1335 768 1478">Bill</td> <td data-bbox="768 1335 1503 1478">A written proposal for a new law that is brought to a government body so it can be discussed and decided on</td> </tr> <tr> <td data-bbox="483 1478 768 1587">Civil Rights</td> <td data-bbox="768 1478 1503 1587">The rights that every person should have, such as being treated fairly by the law</td> </tr> <tr> <td data-bbox="483 1587 768 1730">Overt Discrimination</td> <td data-bbox="768 1587 1503 1730">Publically treating one person or group differently from another in an unfair way, without trying to hide</td> </tr> <tr> <td data-bbox="483 1730 768 1839">Public Accommodations</td> <td data-bbox="768 1730 1503 1839">Any place of business open to the public that provides a service, such as restaurants and hotels</td> </tr> </tbody> </table> | | Word | Definition | Bill | A written proposal for a new law that is brought to a government body so it can be discussed and decided on | Civil Rights | The rights that every person should have, such as being treated fairly by the law | Overt Discrimination | Publically treating one person or group differently from another in an unfair way, without trying to hide | Public Accommodations | Any place of business open to the public that provides a service, such as restaurants and hotels |
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| <p>Materials Needed</p> | <ul style="list-style-type: none"> • “The Fight for Civil Rights in Oregon” Article (digital or paper copies for each student) • Note Taking Sheet (digital or paper copies for each student) • Lesson Closure Worksheet or compiled Lesson Closure Packet (digital or paper copies for each student - see Teacher’s Note) • Lesson 1 Slide Deck (for projecting) • Worksheet Answer Keys • Oregon Black Pioneers’ Racing to Change Online Exhibit (students will need access to the link) |
| <p>Background Information for Educators</p> | <ul style="list-style-type: none"> • Students should already know about the Black exclusion laws in Oregon. If this subject hasn’t been covered yet, complete the Experience Oregon History curriculum, Grades 6-8 Lesson 2: Significant Events Leading to Statehood. • If students are not familiar with the national Civil Rights movement, it is recommended that you complete Lesson 1 from the Learning for Justice (formerly Teaching Tolerance) unit A Time for Justice: America’s Civil Rights Movement first. The lesson and accompanying video cover major events in the Civil Rights movement starting with the murder of Emmett Till and ending with the Voting Rights Act of 1964. <ul style="list-style-type: none"> ➢ Note: The video includes racist language and graphic photos of violence and injuries. • For a quick summary of the 1953 Public Accommodations act, read the Oregon History Project entry Oregon’s Civil Rights Bill, 1953. |
| <p>Step by Step Instructions</p> | <ol style="list-style-type: none"> 1. Warm Up: <ul style="list-style-type: none"> • Activate students’ prior knowledge by asking: <ul style="list-style-type: none"> ■ What do you already know about the Civil Rights movement? ■ What happened? Who was involved? Where did it happen? • Have students turn and talk with a partner. • Call on students to share their answers. See if you can guide the discussion to events in the Oregon Civil Rights movement. 2. Talking Point: <ul style="list-style-type: none"> • <i>Today we are starting a unit that will focus on events during the Oregon Civil Rights movement. Our essential questions for this unit are: “How did Black Oregonians</i> |



use their collective power to make change occur during the Civil Rights era?” and “How impactful were these changes?”

3. Introduction to Online Exhibit:

- Introduce students to [Oregon Black Pioneers' Racing to Change online exhibit](#). Post the link in a place they can easily access it.
- Read through the exhibit introduction together as a class.
- Give students a few minutes to preview the exhibit. Ask them to look for:
 - How the exhibit is organized.
 - Photos/documents they find interesting.
- Have students turn and talk with a neighbor about what they noticed.
- Call on a few students to share out their initial observations on the exhibit.

4. Introducing the Public Accommodations Bill:

- Tell students each lesson will focus on a specific issue from the Civil Rights era. Today our focus is on the passage of the Public Accommodations Bill, also known as Oregon's Civil Rights Bill.
- Define the word public accommodations for students using the definition provided in the Lesson Specific Vocabulary. The definition is also written out on [slide 4](#).
- Ask students: why would a bill that bans discrimination in places like restaurants and hotels be called a civil rights bill?
- Have students turn and discuss with a partner.
- Quick class discussion. Guide the conversation to the definition of civil rights and connect it to ending discrimination/segregation in public places.

5. Reading and Note Taking:

- Preview the Academic and Lesson Specific Vocabulary words (slide 5 of the [Lesson 1 Slide Deck](#)) before reading the article.
- Hand out (or make available digitally) the *Oregonian* article [“The Fight for Civil Rights in Oregon”](#) and the [Note Taking Sheet](#).
- Go through the directions and questions on the [Note](#)



[Taking Sheet.](#)

- Give students time to read the article and fill out the notes sheet. Student directions:
 - Read through the article [“The Fight for Civil Rights in Oregon”](#)
 - Take notes on the article by answering the questions on the worksheet.
 - Be ready to discuss what you read!
- Have students turn and share their answers from the [Note Taking Sheet](#) with a partner. Tell students this is a time to make sure their answers are correct and also add any new ideas.

6. Class Discussion:

- Lead a class discussion on the article. Go through each question on the [Note Taking Sheet](#) and ask students to share what they wrote down.
- Push students to cite the part of the article where they got the information.
- Important points to make during the discussion:
 - Before the bill, Black Oregonians faced discrimination in many public places.
 - The NAACP lobbied to get the bill passed. It took 17 tries.
 - Since there were no Black members of the Oregon Legislature, White allies were needed to pass the bill.
 - Quote from Dr. Millner: “It was a full generation before you saw significant change in the lives of Black Oregonians.”
- Use the quoted passage on slide 13 of the [Lesson 1 Slide Deck](#) to help lead a discussion on what didn’t change.

7. Fill out Lesson Closure Worksheet:

- At the end of each lesson in this unit, students will fill out a [Lesson Closure Worksheet](#) to help organize the information they learned. Students will then use all the graphic organizers in Lesson 10 to help them review and prepare for the end of unit Socratic Seminar. You can choose to hand out individual [Lesson Closure Worksheets](#) each day or give students a compiled [Lesson Closure Packet](#) to use for the entire unit (see Teacher’s Note).



- Hand out a [Lesson Closure Worksheets](#) or [Lesson Closure Packet](#) to each student.
- Complete today's closure as a class so students understand how to fill it out. Start with asking students to name the civil rights issue or issues covered in today's lesson.
 - Answer: Public Accommodations/non-discrimination
- Move on to filling in the table. Ask students:
 - What people/organizations did we cover today?
 - How did they use their collective power to make change during the Civil Rights era?
 - Look at the [Answer Key](#) for suggested responses
- Next, categorize the actions the class brainstormed in column 2. Go through a definition of each of the change action categories. Definitions are provided for you on slide 18 of the [Lesson 1 Slide Deck](#).
 - Ask students: What change action categories match the ways the NAACP used their collective power?
 - Have students turn and discuss ideas with a partner.
 - Call on students to share ideas with the class. Continue modeling how to fill out the worksheet as students share answers.
- Lastly, ask students to think about the impacts made by the NAACP. Have them use question 4 of their [Note Taking Sheet](#) to help. Give students a minute to brainstorm on their own.
 - Have students turn and talk with a partner about their ideas.
 - Class discussion. Call on students to share an impact. Ask students if anyone has a different impact. Keep going until all ideas have been shared.
- Make sure students keep their [Lesson Closure Worksheet](#) in a safe place they can find again as they will need them for the end of unit assessment.

8. End of Class Reflection and Discussion

- Ask students to think about the following questions on their own to reflect on today's lesson:
 - Two things you learned today
 - Predictions about what we will learn in this unit based on what you observed in the Racing to



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| | <p>Change online exhibit</p> <ul style="list-style-type: none"> • Give students a moment to think on their own. You may want to have them jot down ideas- they could do this on their Lesson Closure Worksheet. • Have students turn and talk with a partner. • Call on a few students to share their thoughts. |
| Formative Assessments | Collect students' Note Taking Sheet to check for understanding and reading comprehension. |
| Teacher Notes | <ul style="list-style-type: none"> • Parts of <i>The Oregonian</i> article “The Fight for Civil Rights in Oregon” have been omitted for clarity and brevity. • You have two choices for how to set up Lesson Closure Worksheets for this unit. Please keep in mind that the Lesson Closure Worksheets need to be kept for the whole unit, as students will use them to prepare for the end of unit Socratic Seminar. <ul style="list-style-type: none"> ■ You can choose to hand them out to students as a single sheet each day. It is recommended you have some organizational strategy such as a class notebook or binder to help students keep track of them. ■ The other option is the Lesson Closure Packet, which has all of the Lesson Closure Worksheets needed for the whole unit so students have them all in one place. |
| Support for All Students | <ul style="list-style-type: none"> • Assign students one page to read and take notes on to differentiate for all levels of readers. Then have students share what they learned in groups of four. |
| Extensions | <ul style="list-style-type: none"> • The first settlement under the Public Accommodations Law was a case brought by a University of Oregon international student, Godfrey Ibom. In 1954, Ibom was working at a cannery in Athena, OR. He was denied service at a restaurant because of his race so he contacted the NAACP. The NAACP helped bring a suit and the case was settled. Check out these primary sources to explore the story further. |



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| <p>Additional Educator Resources</p> | <ul style="list-style-type: none"> If students are curious about how a mimeograph machine works, this archival footage shows how they were used. |
| <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>6th Grade</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.28 Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of these arguments.</p> <p>7th Grade</p> <p>7.1 Describe the role of citizens in governments.</p> <p>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.</p> |



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



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| | <p>religious groups, and other historically marginalized groups in the colonial and modern era.</p> <p>8.30 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.</p> <p>8.31 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.</p> <p>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.</p> <p>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.</p> <p>8.36 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations.</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> |

