

RACING TO CHANGE:

Oregon's Civil Rights Years

Middle School Unit

Lesson Eight



THE OREGON
HISTORICAL
SOCIETY
FOUNDED 1898



A collaboration between the Oregon Historical Society and Oregon Black Pioneers

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Lesson 8

Black Power on Campus

Overview	Students will define Black Power and learn about how the movement came to college campuses and inspired activism in students. They will analyze primary sources from the Racing to Change Online Exhibit and match it to aspects of the Black Power movement.								
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								
Lesson Specific Vocabulary 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>Black Power</td><td>An idea that Black people will thrive under self-determination, self-reliance, self-identity</td></tr> <tr> <td>Self-Determination</td><td>Having control of your own life</td></tr> <tr> <td>Self-Reliance</td><td>The quality of depending on yourself for things instead of relying on others</td></tr> </tbody> </table>	Word	Definition	Black Power	An idea that Black people will thrive under self-determination, self-reliance, self-identity	Self-Determination	Having control of your own life	Self-Reliance	The quality of depending on yourself for things instead of relying on others
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Black Power	An idea that Black people will thrive under self-determination, self-reliance, self-identity								
Self-Determination	Having control of your own life								
Self-Reliance	The quality of depending on yourself for things instead of relying on others								
Materials Needed	<ul style="list-style-type: none"> • Lesson 8 Student Worksheet (one digital or paper copy per student) • Racing to Change Lesson Closure Worksheet (digital or paper copies for each student- NOT needed if using Lesson Closure Packet) • Lesson 8 Slide Deck (for projecting) • Answer Keys • Oregon Black Pioneers' Racing to Change Online Exhibit (students will need access to the link) 								
Background Information	For background on the beginning of the phrase “Black Power,” read the King Encyclopedia entry about “Black Power” from The Martin Luther King, Jr. Research and Education Institute at Stanford.								

Step by Step Instructions

1. Warm Up:

- Show a picture of the Black Power fist on slide 1 of the [Lesson 8 Slide Deck](#).
- Ask students: What do you know about this symbol? What does it mean?
- Students share ideas with a partner.
- Class discussion. Call on a few students to share out.

2. Talking Point:

- *Today we will be talking about one of the meanings of this symbol: Black Power. We will be looking at how Black Power ideas led to change on Oregon campuses. This will help us continue to 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. Defining Black Power:

- Show students the Stokely Carmichael quote on [slide 3](#). Tell students Carmichael was a civil rights activist who is credited with turning “Black Power” into a public slogan.
- Ask students: What is the definition of “Black Power” according to this quote?
- Give students time to think, then call on a few students to share their ideas. Come to a class consensus on what it means and write it down.
- Pass out the [Lesson 8 Worksheet](#) to students. Have them write down the class definition under “Quote 1.”
- Repeat for the second Carmichael quote on [slide 4](#).
- Have students read the first paragraph of the “Black Power on Campus” section of the [Racing to Change Online Exhibit](#). As they read, they should look for a definition of Black Power and write it down on the [Lesson 8 Worksheet](#).
- Come back together as a class and work on a definition of Black Power. Students should pull out the definition “A rallying cry for those who saw self-determination and self-reliance as the best way for Black people to thrive in America.” from the exhibit ([slide 6](#)).
- Define the words “self-determination” and “self-reliance” for students. You may ask students to think about what reliance/relying on other people means to help them

understand the definition. Show the definitions on [slide 7](#).

- Give students time to copy down the definitions on their [Lesson 8 Worksheet](#).

4. Racing to Change Exhibit:

- Tell students to read all of the “Black Power on Campus” section of the [Racing to Change Online Exhibit](#) and look at the photographs. As they read, they should answer the Exhibit Questions on the [Lesson 8 Worksheet](#).
 - Teacher’s Note: When students click to enlarge a picture, they will not see the caption.
- Once most students are done reading and filling out the worksheet, have them find a partner and discuss their answers.
- Have a class discussion focusing on questions 3-6.
- Possible answers:
 - Self-Determination: Taking action to make changes rather than waiting for things to happen, calling out racial discrimination.
 - Self-Reliance: BSU’s.
 - Add Pride/Afrocentrism/celebrating heritage to our definition of Black Power.

5. Completing 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 that instead of filling out the closure worksheet for each individual college/university, we’re going to think across institutions and look at the change actions of Black Student Unions and Black Studies Programs.
- Give students time to fill out the table.
- Have a class discussion about students’ answers.

6. End of Class Reflection and Discussion:

- Project the following questions and prepare for a class discussion:
 - Why were self-determination and self-reliance important ideas for the Civil Rights movement?
 - What connections do you see between ideas in this lesson and ideas in other lessons?

	<ul style="list-style-type: none"> ■ Where do you see ideas of Black Power today? ● Give students a few minutes to think about the questions. ● Have students turn and talk with a partner. ● Class discussion. Call on students to share their thoughts.
Formative Assessments	<ul style="list-style-type: none"> ● Collect students' Lesson Closure Worksheet. Note that students will need these back for the end of unit summative assessment. Hand them back to students before starting Lesson 10. ● Collect students' Lesson 8 Worksheet as a formative assessment on how well students understood the ideas of Black Power and could apply them to campus activism.
Extensions	<ul style="list-style-type: none"> ● University of Oregon's Museum of Natural and Cultural History also has a Racing to Change Online Exhibit that focuses on the UO campus and Eugene. One section compares student demands in 1968 to student demands in 2015. This would be a great opportunity to connect Black Power to the present. ● Discuss if the University of Oregon's Afro Duck mascot is celebrating heritage or a racist stereotype.
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>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>



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.

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</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>



	(h) Provide students with a foundation for examining the history of discrimination in this state.
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