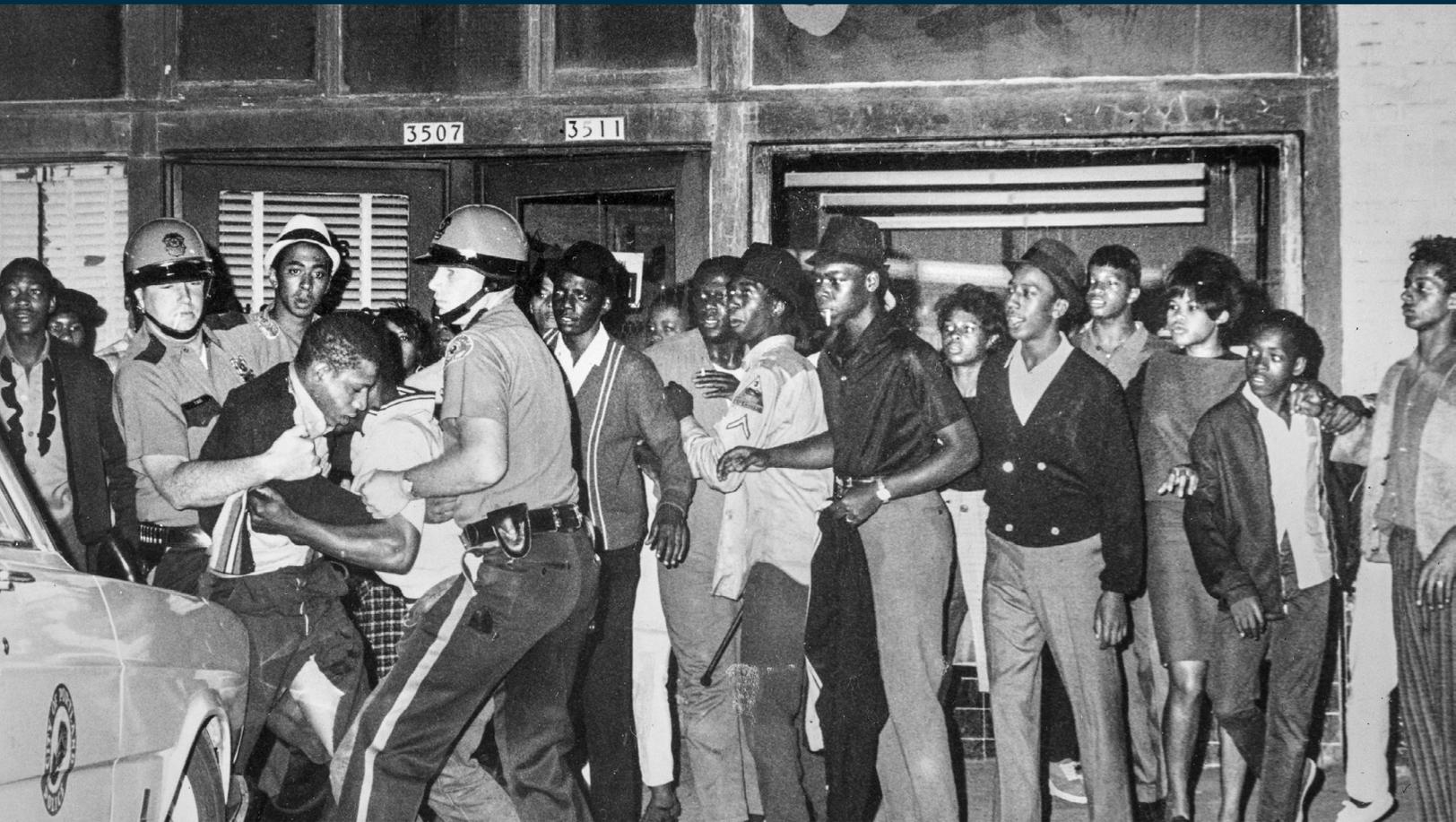


RACING TO CHANGE:

Oregon's Civil Rights Years

Middle School Unit

Lesson Six



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 6

Police Encounters

Overview	Students will compare the bias in different newspaper articles to understand the events of the Albina Riots in 1967. The ideas in this lesson build on the impacts of housing segregation started in Lesson Four.						
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						
Content Specific Vocabulary Note: These are terms that need to be explicitly defined with students before or during this lesson.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Word</th> <th style="text-align: left;">Definition</th> </tr> </thead> <tbody> <tr> <td>Bias</td> <td>A tendency (either known or unknown) to prefer one thing over another that prevents objectivity</td> </tr> <tr> <td>Hunky/ Hunkies</td> <td>A 1960s slang term for White people</td> </tr> </tbody> </table>	Word	Definition	Bias	A tendency (either known or unknown) to prefer one thing over another that prevents objectivity	Hunky/ Hunkies	A 1960s slang term for White people
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Bias	A tendency (either known or unknown) to prefer one thing over another that prevents objectivity						
Hunky/ Hunkies	A 1960s slang term for White people						
Materials Needed	<ul style="list-style-type: none"> • Lesson 6 Investigating Bias Student Worksheet (one digital or paper copy for each student) • Reading A: What happened at the “Sunday in the Park” event? (one digital or paper copy for half the class) • Reading B: What happened that night? (one digital or paper copy for the other half of the class) • Partner Investigating Bias Worksheet (one digital or paper copy per pair of students) • Lesson 6 Slide Deck (for presenting) • Answer Key • Poster paper for recording answers (optional) • 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"> For an overview of the Albina community’s relationship with the police before and after the Albina Riot of 1967, read the Oregon Historical Quarterly Article “Black and Blue: Police-Community Relations in Portland’s Albina District, 1964-1985” by Leanne C. Serbulo & Karen J. Gibson. Read the Oregon History Project entry on Albina Riot, 1967.
<p>Step by Step Instructions</p>	<ol style="list-style-type: none"> Warm Up: <ul style="list-style-type: none"> Project the two statistics on slide 2 of the Lesson 6 Slide Deck. Have students read through the statistics aloud for the class. Ask students: “What do these statistics tell you about policing in Portland in the 1960s?” Give students time to turn and discuss with a partner. Class discussion. Call on a few students to share ideas. <ul style="list-style-type: none"> Teacher Note: connect over-policing back to the Lesson 4 video “Race and Redlining: Housing Segregation in Everything.” Talking Point: <ul style="list-style-type: none"> <i>In this lesson we will continue looking at issues in the Albina district. We learned about housing segregation and urban renewal in Albina in the last two lessons. Today we will focus on policing in the community as we work to answer the essential question, “How did Black Oregonians use their collective power to make change occur during the Civil Rights era? How impactful were those changes?”</i> Racing to Change Exhibit: <ul style="list-style-type: none"> Pass out an Investigating Bias Worksheet to each student. Direct them to read the “Police Encounters” section on the Racing to Change Online Exhibit. As they read, students should fill out Part 1 of the Investigating Bias Worksheet which has them identify the facts about the Albina Riot of 1967 and also the groups involved. Have a class discussion about the answers to Part 1. <ul style="list-style-type: none"> Teacher’s Note: Make sure students have an



answer to question 2. Knowing the different groups involved will help students answer questions in Part 2.

4. Comparing Two Articles:

- Explain to students that they will now compare how two different articles describe events during the Albina Riot. Before they read the articles, it's important to look at who is writing them.
- Walk students through Part 2: Comparing Articles as a class discussion.
 - Teacher's Note: If students don't know what bias means, now would be a good time to define it.
- Divide the class in half and hand out [Reading A](#) to one of the groups and [Reading B](#) to the other.
- Tell students the articles have been split into two. One group will be reading about what happened at the "Sunday in the Park" event and the other will read about what happened that night.
- Instruct students to read both articles and fill out Part 3 of the [Investigating Bias Worksheet](#).
- Give students time to work.

5. Share and Compare with a Partner:

- Once students are done with answering questions 4, 5, 6, and 7, have them get into partners with one student who read [Reading A](#) and one student who read [Reading B](#).
- Give each pair of students one copy of the [Partner Investigating Bias Worksheet](#).
- Instruct students that now they will be putting both parts of the articles together. They will share their answers for questions 4, 5, and 6 and after sharing, fill out the partner worksheet together.

6. Share Out:

- Do a whip around share for information that was similar and different in both articles. Ask each pair of students to share one thing they wrote on their [Partner Investigating Bias Worksheet](#) chart for question 4.
- Keep track of student answers with a class chart.



	<p>7. End of Class Reflection and Discussion:</p> <ul style="list-style-type: none"> ● Once all ideas have been shared, project the following questions and prepare for a discussion: <ul style="list-style-type: none"> ■ What do these articles demonstrate about how some members of the Black community felt about the police? About how the mainstream media felt about Black youth in Albina? ■ How does this lesson connect to information in earlier lessons? ■ What are examples of media bias today? What do these examples tell us about the biases in our society? ● Give students a few minutes to discuss the questions with their partner and write down their responses in the Reflection section of the Partner Investigating Bias Worksheet. ● Lead a class discussion. Ask the questions one at a time. Call on students to share their thoughts and ideas.
<p>Formative Assessments</p>	<p>Collect students' Partner Investigating Bias Worksheet as a formative assessment on students' ability to identify bias and understanding of the lesson.</p>
<p>Teacher Notes</p>	<ul style="list-style-type: none"> ● Since today's lesson focuses on one event rather than groups, this lesson does not have students fill out a Racing to Change Lesson Closure Worksheet. ● The statistics in the lesson introduction can be found on pages 11 and 12 of the Oregon Historical Quarterly article "Black and Blue: Police-Community Relations in Portland's Albina District, 1964-1985" ● All three newspaper articles have been edited for length and clarity. Read the full articles below: <ul style="list-style-type: none"> ■ "Rapping about Albina 'Disturbance'" ■ "Gang Burns Store; Youth Shot; 6 Hurt" ■ "Outside Agitators' Gone, Officials Say"
<p>Support for All Students</p>	<p>Partner up students when assigning them Reading A and Reading B. Then create groups of four during the Partner Investigating Bias Worksheet, two Reading A and two Reading B.</p>



<p>Extensions</p>	<ul style="list-style-type: none"> • Connect this lesson to issues of over policing Black communities today. • Continue the conversation on the importance of word choice in news stories by looking at <i>The Oregonian's</i> project “Publishing Prejudice” that looks at how “The overtly racist words printed by Henry Pittock and Harvey Scott made Oregon a more hostile place for people of color.”
<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</p>



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.



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

