

# RACING TO CHANGE:

## *Oregon's Civil Rights Years*

### Middle School Unit

## Lesson Ten



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 10

### Socratic Seminar

<b>Overview</b>	Students will review their lesson closure sheets from the whole unit to prepare for a Socratic Seminar. The seminar will act as the end of unit assessment.
<b>Essential Question(s)</b>	<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>
<b>Delivery Time</b>	Two to Three 60-minute class periods
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Students will need their completed <a href="#">Racing to Change Lesson Closure Worksheet</a> from Lessons 1-9 or their <a href="#">Racing to Change Lesson Closure Packet</a></li> <li>• <a href="#">Socratic Seminar Prep Worksheet</a> (digital or paper copies for each student)</li> <li>• <a href="#">Socratic Seminar Prep Worksheet Answer Key</a> (for educator reference)</li> <li>• <a href="#">Partner Evaluation and Reflection for Socratic Seminars</a> (digital or paper copies for each student)</li> <li>• <a href="#">Discussion Leader for Socratic Seminars</a> (digital or paper copies for two students)</li> <li>• <a href="#">Lesson 10 Slide Deck</a> (for projecting)</li> <li>• <a href="#">Claim Outline Worksheet</a> (digital or paper copies for each student)</li> <li>• <a href="#">Oregon Black Pioneers' Racing to Change Online Exhibit</a> (students will need access to the link)</li> <li>• Poster Paper (one for each change action for a total of 6)</li> </ul>
<b>Background Information</b>	Students will be participating in a Socratic Seminar as part of the unit assessment. For more information about conducting Socratic Seminars, review the <a href="#">AVID Socratic Seminar Overview</a> .
<b>Step by Step Instructions</b>	<p>Day 1</p> <ol style="list-style-type: none"> <li>1. Warm Up:             <ul style="list-style-type: none"> <li>• Ask students to take out all of their <a href="#">Racing to Change Lesson Closure Worksheet</a> (they should have 8) or their <a href="#">Lesson Closure Packet</a>.</li> </ul> </li> </ol>



- Project the following warm up prompt (on slide 1 of the [Lesson 10 Slide Deck](#)):
  - Take out all 8 of your Racing to Change Lesson Closure worksheets
  - Review all of your worksheets. What patterns do you notice?
- Give students two to three minutes to answer the questions.
- Have them share out with a partner. This could also be a time that students work to finish up any closure worksheets they missed.
- Class discussion: Call on a few students to share out.

2. Talking Point:

- *Today we will prepare for our unit assessment, which will be a discussion on our 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. Review and prepare for the Socratic Seminar:

- Note: This activity is designed as a partner / concentric circle Socratic Seminar, wherein students are partnered and take turns sitting at the discussion table. You may want to review the Socratic Seminar expectations on [slide 3](#).
- Have students keep out their [Lesson Closure worksheets](#) or [Packet](#). Pass out a copy of the [Socratic Seminar Prep Worksheet](#) to each student.
- Explain to students that they will use their reflections from each lesson to complete Part 1 of the [Socratic Seminar Prep Worksheet](#).
- Go through the directions for Part 1 with students:
  - Look through all of your Lesson Closure worksheets from this unit.
  - Take each of the people/organizations we learned about and categorize them by change action.
- Students complete Part 1 with a partner or small group.

4. Gallery Walk:

- Before class begins, write each change action on poster paper. Then make two columns, one labeled “People/Organizations” and the other “Impacts” (see example on [slide 5](#)). Hang them around the room for



students to complete a Gallery Walk.

- Rotation 1: Give students a few minutes to go around and write down organizations that used that change action.
- Rotation 2: Students will write down an impact that occurred because of that change action.
- Rotation 3: Have students walk around and view the posters. They should add/change their answers to Part 1 of the [Socratic Seminar Prep Worksheet](#) to reflect any new ideas they see.
- Rotation 4: Students will star the two change action posters that you think caused the most impacts.
- Have a brief class discussion on student responses. Is there a consensus on one or two change actions? Any other patterns/interesting ideas emerge?

5. Part 2 and Part 3:

- Go through the directions for Part 2 of the [Socratic Seminar Prep Worksheet](#) with students, where they pick the top two change actions that they believe caused the most long-lasting change.
- Give students time to complete Part 2. It is recommended that students complete this part individually so there will be different opinions during the discussion.
- Go through the directions for Part 3 with students. They need to prepare for the discussion by coming up with evidence to support their argument and write 5 questions to ask during the discussion.
- Provide students with sentence frames to help them write their questions (on [slide 10](#)):
  - How do you see \_\_\_ in current events?
  - Do you think \_\_\_ is justified/not justified?
  - How did the [change action] impact \_\_\_?
- Give students time to complete Part 3.

6. End of First 60 Minute Class:

- As a closure for today, ask students to narrow down their two change actions in Part 2 to the one change action they believe created the most lasting change.

Day 2

7. Warm Up:



- Ask students to take out their [Socratic Seminar Prep Worksheet](#) from yesterday.
- Give students time to review the five questions they wrote in Part 3 and star the two questions they want to discuss the most.

#### 8. Socratic Seminar Steps:

- Review the Socratic Seminar Expectations on [slide 13](#).
- Partner students up and have them decide who will be partner A and partner B.
- Hand out the [Partner Evaluation and Reflection for Socratic Seminars](#) and review it with students.
  - Option: Pick a discussion leader to start the Socratic Seminar. Give the discussion leader the [Discussion Leader for Socratic Seminars](#) form which has prompts that you may want to use in the Socratic Seminars.
- Arrange desks into a large circle or oval and have the first group sit at the desks, with their partners behind them.
- If using a discussion leader, have them ask the first question and then encourage others to ask their questions. Or you could start the discussion by asking the focus question, “What change action was the most impactful?”
- Let the conversation go. It can be helpful to pause from time to time and have partners talk with each other, as a way to do quick brainstorming.
- After 10-15 minutes, have students rotate.
- At the end, have students return tables and chairs, and complete their reflection (3-5 minutes). If time permits, have them share out on these topics:
  - What ideas did you agree with? Why?
  - What ideas did you disagree with? Why?
  - Think about our Socratic Seminar. As a class, what did we do a good job on? What can we improve on?
- Collect their [Partner Evaluation and Reflection for Socratic Seminars](#) forms.

#### Optional Day 3: Writing Assessment:

#### 9. Rough Draft of Claim

- Hand out a [Claim Outline Worksheet](#) to each student.



	<ul style="list-style-type: none"> <li>• Walk students through the outline. They will be writing a claim by answering the unit essential questions, “How did Black Oregonians use their collective power to make change occur during the Civil Rights era? What change action was the most impactful?” and using primary sources from the Racing to Change Online Exhibit or from the lessons to support their answer.</li> <li>• Give students time to fill out their <a href="#">Claim Outline Worksheet</a>.</li> <li>• Have students write the final essay in class or as a homework assignment.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• The Socratic Seminar can be used as a speaking or behavior grade.</li> <li>• Collect students’ claim paper and use it as their summative assessment for the unit.</li> </ul>
<b>Teacher Notes</b>	The essential question is purposefully broad so students can interpret it however they choose. Some students may focus on change during the Civil Rights era while others may think about change lasting to the present. Feel free to narrow the scope of discussion if needed.
<b>Support for All Students</b>	Hand out <a href="#">Frames for Group Discussions</a> to help guide students when writing questions.
<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</p>



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.

**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, 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>	<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>
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