Experience OREGON

Grades 6–8 Unit Overview

This curriculum may be successfully used with or without a museum visit.

Developed by Sarah Anderson and David Martinez in consultation with OHS staff and advisory board.
## Grade 6 – 8 Unit Overview

<table>
<thead>
<tr>
<th>My Oregon Experience: Race and Our State</th>
<th>Students will analyze the lasting legacy of Oregon legislation in relation to its current racial diversity.</th>
</tr>
</thead>
</table>
| **Enduring Understanding(s)**          | › The racial and ethnic demographics of Oregon have been directly impacted by government policy and legislation.  
› There are legislative/social/cultural acts that have disenfranchised racial/ethnic groups in Oregon.  
› There are legislative/social/cultural acts that have empowered racial/ethnic groups to thrive in Oregon.  
› Individuals have the right and opportunity to stand up to exclusion, prejudice, and injustice. |
<p>| <strong>Pre-Visit Lesson One</strong>                | Students explore a digital interactive map (or provided copies) that showcases the 2010 racial demographics of the United States and particular cities. Students compare and contrast the dot maps to the populations by race/ethnicity tables. |
| <strong>Pre-Visit Lesson Two</strong>                | Students analyze and identify significant events in Oregon’s early formation as a state that would impact opportunities for racial/ethnic/non-white groups in Oregon. |
| <strong>Pre-Visit Lesson Three</strong>              | Students examine The Donation Land Claim Act of 1850 and excerpts from laws enacted by the 1844 Provisional Oregon Government. |
| <strong>Pre-Visit Lesson Four</strong>               | Students utilize primary and secondary source documents to analyze excerpts from the 1857 Oregon Constitution. |
| <strong>Museum Visit</strong>                       | With the lens of a specific racial/ethnic group, students fill out a 3-2-1 OHS Experience Oregon Exit Ticket. |
| <strong>Post-Visit Lesson One</strong>              | Students reflect and share what they learned from their visit of Experience Oregon. Utilizing the Timeline of Oregon and U.S. Racial, Immigration, and Education History, students will work in pairs or small groups to jigsaw together the legislative acts/events that would empower racial/ethnic groups and those that demonstrated injustice towards racial/ethnic groups. |</p>
<table>
<thead>
<tr>
<th>Post-Visit Lesson Two</th>
<th>Students are introduced to their Injustice + Empowerment Exhibit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Visit Lesson Three</td>
<td>Students present their Injustice + Empowerment Exhibit and reflect on the learning experience.</td>
</tr>
<tr>
<td><strong>Oregon Social Sciences Standards</strong></td>
<td></td>
</tr>
<tr>
<td>› 6.2 Describe current forms of government and the specific roles played by citizens in countries of the Western Hemisphere.</td>
<td></td>
</tr>
<tr>
<td>› 6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</td>
<td></td>
</tr>
<tr>
<td>› 6.4 Recognize historical and contemporary means of changing societies and promoting the common good.</td>
<td></td>
</tr>
<tr>
<td>› 6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. (History)</td>
<td></td>
</tr>
<tr>
<td>› 6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).</td>
<td></td>
</tr>
<tr>
<td>› 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.</td>
<td></td>
</tr>
<tr>
<td>› 6.28 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of these arguments.</td>
<td></td>
</tr>
<tr>
<td>› 7.1 Describe the role of citizens in governments.</td>
<td></td>
</tr>
<tr>
<td>› 7.5 Compare historical and contemporary means of changing societies and promoting the common good.</td>
<td></td>
</tr>
<tr>
<td>Oregon Social Sciences Standards (continued)</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>› <strong>7.25</strong> Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on Indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender). (History)</td>
<td></td>
</tr>
<tr>
<td>› <strong>7.29</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>› <strong>7.30</strong> Construct arguments using claims and evidence from multiple sources and diverse media, while acknowledging the strengths and limitations of the arguments.</td>
<td></td>
</tr>
<tr>
<td>› <strong>8.5</strong> Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th–15th Amendments, and Oregon Constitution</td>
<td></td>
</tr>
<tr>
<td>› <strong>8.7</strong> Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and other traditionally marginalized groups. (Civics)</td>
<td></td>
</tr>
<tr>
<td>› <strong>8.8</strong> Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.</td>
<td></td>
</tr>
<tr>
<td>› <strong>8.9</strong> Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.</td>
<td></td>
</tr>
<tr>
<td>› <strong>8.10</strong> Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</td>
<td></td>
</tr>
</tbody>
</table>
**Pre-Visit Lesson One**

<table>
<thead>
<tr>
<th>Overview</th>
<th>Students explore a [digital interactive map](or provided copies) that showcases the 2010 racial demographics of the United States and particular cities. Students compare and contrast the dot maps to the [populations by race/ethnicity tables](.</th>
</tr>
</thead>
</table>
| **Essential Question(s)** | › How do racial/ethnic demographics vary in cities across the United States?  
› How do we utilize maps and graphs to make informed inferences? |
| **Vocabulary** | › Racial/ethnic discrimination  
› Racial/ethnic segregation  
› Integration  
› Migration  
› Race/Ethnicity |
| **Materials Needed** | › Access to [Lesson 1 – Virginia Dot Map]( or [Virginia Dots Map](website access  
› [Table of populations by race/ethnicity](  
› [3-2-1 Dot Map Exit Ticket](  
| **Step by Step Instructions** | Teacher: On a large projector screen, display the presentation of [Lesson 1 – Virginia Dot Map]( to the students. Be sure to utilize the notes for questions and prompts to ask students when presenting the slides.  

After the four initial slides, explain to students they will be diving deeper into the maps and will be examining certain urban cities (New York City, San Francisco, New Orleans, Los Angeles, Chicago, and Atlanta), first as a whole class and then in small groups or pairs, and they will be asked to make an inference about each city’s racial demographics. Depending on time, have students compare and contrast the different cities.  

Next, display for students the [Portland by Race/Ethnicity]( chart. Then, allow students to view the chart for two minutes without interruption. Instruct students to find a partner and discuss:  
› What did you notice?
| Step by Step Instructions (continued) | › Are there any reactions to what you see?  
| | › How does Portland compare to the major cities you’ve seen today?  
| | Next, display for students your own city/town/county on the [Virginia Dots Map](#). Then, allow students to view it for two minutes without interruption. Following this, have students find a partner and discuss:  
| | › What did you notice?  
| | › Are there any reactions to what you see?  
| | › How does your city/town/county compare to the others that you’ve seen today?  
| | Have students share their pair discussions to the whole group.  
| | If time permits, have students review the brief two-page article: [“The Best Map Ever Made of America’s Racial Segregation”](#) on wired.com. Students may do this individually, in pairs, or as a whole class.  
| | To conclude the lesson have students fill out a [3-2-1 Dot Map Exit Ticket](#).  
| Assessments | 3-2-1 Dot Map Exit Ticket  
| Possible Extensions | › Students review the article: [“The Best Map Ever Made of America’s Racial Segregation”](#) on wired.com. Students may do this individually, in pairs, or as a whole class.  
| | › Introduce the [Table of populations by race/ethnicity](#) and have students compare and contrast the tables to the dot maps.  

---

**Oregon Historical Society Experience Oregon Curriculum • Grade 6–8 • Page 6**
<table>
<thead>
<tr>
<th>Overview</th>
<th>Students analyze and identify significant events in Oregon’s early formation as a state that would impact opportunities for racial/ethnic/non-white groups in Oregon.</th>
</tr>
</thead>
</table>
| Essential Question(s) | › What does it mean to be an Oregonian?  
› How has the definition of who is a citizen changed over time in Oregon?  
› How have state and federal laws impacted certain racial/ethnic/non-white groups over time in Oregon? |
| Vocabulary | › Amendment  
› Constitution  
› Exclusion law  
› Territory  
› Chronology  
› Slavery  
› Racial/ethnic/non-white groups |
| Materials Needed | › Adapted Oregon Secretary of State National and Oregon Chronology of Events  
› Access to Virginia Dots Map website or Oregon Dot Maps slides |
| Step by Step Instructions | **Step One:** Re-present the Virginia Dots Map to students, but present them with a view of Oregon and its major towns and cities. Let students select some Oregon cities, but be sure to include Portland, Salem, Madras, Bend, and Medford. If the Virginia Dots Map website is unavailable, utilize the Oregon Dot Maps slides instead.

Explain to students that they will receive the National and Oregon Chronology of Events handout that has been adapted from the Oregon Secretary of State. The timeline presents national and state events that impacted racial/ethnic/non-white groups in Oregon. Make sure students have a strong understanding of the vocabulary that will be present throughout the lesson.
| Step by Step Instructions (continued) | **Step Two:** Read the directions aloud from the [National and Oregon Chronology of Events handout](#). Individually, or in pairs, students should use a pen or highlighter to note significant moments and events as they read through the handout. Students should **select 6** of the events on the list that seem most significant to them *in terms of promoting or inhibiting equal opportunity* for racial/ethnic/non-white groups in Oregon. Students should **rank their events from 1 (most significant) to 6 (less significant)**. Then, in small groups, students should be given 15 minutes to discuss their selections and attempt to reach a consensus.

**Step Three:** When groups have reached consensus, hold a round robin table discussion to address:

› How did they rank the events?
› What was ranked 1 or ranked 6, and why?
› What was the process for consensus within the group discussion?
› Was there strong consensus or disagreement on any of the event’s ranking order?

| Teacher Notes | If you are unfamiliar with the 1850 Donation Land Act, please review the following resources and feel free to adapt them for student use:
› [“A New Legal Landscape,”](#) The Oregon History Project, Oregon Historical Society
› [“How the Donation Land Act Created the State of Oregon and Influenced History,”](#) 50 minute video lecture, Oregon Historical Society |
# Pre-Visit Lesson Three

## Overview
Students examine The Donation Land Claim Act of 1850 and excerpts from laws enacted by the 1844 Provisional Oregon Government.

## Essential Question(s)
- How have legislative acts been utilized to empower or disempower racial groups?
- How has the definition of who is a citizen changed over time in Oregon?
- How have state and federal laws impacted certain racial/ethnic/non-white groups over time in Oregon?

## Vocabulary
- Provisional government
- Slavery

## Materials Needed
- The Donation Land Claim Act of 1850 activity sheet
- 1844 Oregon Provisional Government Laws activity sheet
- May 1843 Champoeg Meeting to Form a Provisional Government mural by Barry Faulkner

## Step by Step Instructions
**Step One:** Ask students to recall the previous lesson’s timeline of events that impacted racial/ethnic/non-white groups of Oregon. On a large projector, display the image of the mural by Barry Faulkner, that is located in the Salem, Oregon, Capitol Building. Direct students to silently reflect on what they see in the image for 2 minutes. Next, ask students if this image could represent one of the acts or laws in early Oregon that limited the rights of racial/ethnic/non-white groups. Have students discuss with a partner and then bring the class together for a whole group debrief.

**Questions to Consider:**
- What event do you think this mural represents?
- What details of the mural make you think this?

Reveal to students that this image is representative of the July 5, 1843, event in which Oregon settlers met again in Champoeg and passed a temporary blueprint for the provisional government including, “The Organic Laws of Oregon,” which prohibited slavery. Now ask the students if they think this image is reflective of the event? Why or why not?
**Step by Step Instructions (continued)**

| **Step Two:** Tell students they will be divided into two separate groups and will be responsible for digging deeper as historians and decoding two of the events or laws from the previous lessons. One group of students will examine excerpts from [The Donation Land Claim Act of 1850](#) while the second group will examine excerpts from the [1844 Oregon Provisional Government Laws](#). Each group is responsible for dividing up the sections of the activity sheet amongst themselves and should self-organize (or the teacher may wish to determine how to divide the handout).

**Step Three:** Students will have 40–45 minutes to re-word and summarize the documents and to share out to the whole group. They should elect 3 people from each group who can summarize the documents to the other group.

**Step Four:** Allow the student groups to share out their summaries with the whole group. Collect the activity sheets as exit tickets.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Ability to complete activity sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensions</td>
<td>Have students read an <a href="#">article articulating the immediate and lasting effects</a> of the The Donation Land Claim Act.</td>
</tr>
</tbody>
</table>
## Pre-Visit Lesson Four

### Overview
Students analyze excerpts of the 1857 Oregon Constitution.

### Essential Question(s)
- What does it mean to be an Oregonian?
- What was the role of women in the Oregon territory?
- How has the definition of who is a citizen changed over time in Oregon?
- How have state and federal laws impacted certain racial/ethnic/non-white groups over time in Oregon?
- What were the immediate and lasting impacts of the 1857 Oregon Constitution?

### Vocabulary
- Racial/ethnic/non-white groups

### Materials Needed
Excerpts of 1857 Oregon Constitution activity sheet or digital access copies of the activity sheet

### Step by Step Instructions

**Step One:** Ask students if they recall the impact of the 1857 Oregon Constitution from the Pre-Visit Lesson 2 activity. Share as a whole group.

**Step Two:** Tell students they will be historians and help analyze excerpts of the 1857 Oregon Constitution. The constitution is a primary source document. (Be sure students understand the definition of a primary source document). Offer students printed color copies or digital copies of the activity sheet. *(Please note that the document is hyperlinked and color-coded for students to locate the text easier and also for you to utilize for easy viewing with students in whole group).*

Display the activity sheet on a large projector and review the questions with the classroom as a whole group. Students should use the sidebar to make notes.

Students should individually, in pairs, or even as a whole class, review the activity sheet and respond to the questions.
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Completion of activity sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensions</td>
<td>Have students read an excerpt of Reflection of the 1857 Oregon Constitution Convention and analyze the perspective presented.</td>
</tr>
<tr>
<td>Overview</td>
<td>With the lens of a specific racial/ethnic group, students will fill out a 3-2-1 OHS Experience Oregon Exit Ticket</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>› 3 laws, acts, and/or recorded historical events in which racial/ethnic/non-white groups were ensured of their rights, and/or resisted oppressive behaviors</td>
<td></td>
</tr>
<tr>
<td>› 2 laws, acts, and/or recorded historical events that took away the rights of racial/ethnic/non-white groups</td>
<td></td>
</tr>
<tr>
<td>› 1 artifact/object/panel/part of the exhibit that inspired you and why</td>
<td></td>
</tr>
</tbody>
</table>
## Post-Visit Lesson One

### Overview
Students reflect and share what they learned from their visit of *Experience Oregon*. Utilizing the [Timeline of Oregon and U.S. Racial, Immigration, and Education History](#), students will work in pairs or small groups to jigsaw together the legislative acts/events that would **empower racial/ethnic groups** and those that **demonstrated injustice towards racial/ethnic groups**.

### Essential Question(s)
› What does it mean to be empowered?  
› How do laws help to empower individuals and groups?  
› How have laws caused injustices to certain racial/ethnic groups?

### Vocabulary
› Injustice  
› Empowerment

### Materials Needed
› 4 large sheets of poster paper (with **Injustice in Oregon** written in the center of two of the papers and **Empowerment in Oregon** written in the center of the other two papers)  
› Index cards (several per student)  
› Marker for each student (various colors)  
› [Timeline of Oregon and U.S. Racial, Immigration, and Education History](#), 11 pages, Elaine Rector, *Coaching for Educational Equity* (1 copy per student)  
› Access to [WordItOut](#)

### Step by Step Instructions
**Step One:** Have students post their [3-2-1 OHS Experience Oregon Exit Ticket](#) around the classroom and allow students 3–5 minutes to do a gallery walk of the handouts. Ask students to reflect on commonalities and differences in theirs peers’ experiences at the exhibit. Tell students they will use the gallery walk reflection for the next activity.

**Step Two:** Give each student a differently colored marker. Post the large poster papers in the classroom and ask students to write down the word, phrase, person, event, etc. that comes to mind when they think of the words **Injustice in Oregon** and **Empowerment in Oregon**. Ask students to be sure to include reflections from their visit to *Experience Oregon*. Allow students 5 minutes to capture their thoughts on the large chart papers.
| Step by Step Instructions (continued) | **Step Three:** Direct students to stand where they can see the chart papers. Ask for a few volunteers to read aloud what students wrote down and ask for two other students to consolidate the reflections on a WordItOut. Display the WordItOut and have students reflect as a whole group.

**Step Four:** Tell students they will divide into 4–6 small groups to expand their list and that they will be given portions of the 11-page *Timeline of Oregon and U.S. Racial, Immigration, and Education History*. Depending on the size of your class, evenly divide the timeline into 4–6 pages per group, but try to give groups no more than 6 pages.

**Step Five:** Hand out several index cards to each student. From the portion of the timeline they received, ask students to extract together the legislative acts/events that empower racial/ethnic groups and those that demonstrate injustice towards racial/ethnic groups in Oregon. Remind students to include the date (month and year) with a clear description and title for the legislative acts/events.

**Step Six:** After students have completed the index cards, have the class jigsaw the two timelines. Be sure to hang the timelines up where students can easily walk, observe, and compare them. |
## Post-Visit Lesson Two

<table>
<thead>
<tr>
<th>Overview</th>
<th>Students are introduced to their Injustice + Empowerment panel or presentation activity in lesson two and are given an additional class period to continue their panels or presentations.</th>
</tr>
</thead>
</table>
| Essential Question(s) | › What does it mean to be empowered?  
› How do laws help to empower individuals and groups?  
› How have laws caused injustices to certain racial/ethnic groups? |
| Vocabulary | › Injustice  
› Empowerment |
| Materials Needed | › Jigsaw index cards from lesson one  
› Injustice + Empower graphic organizer  
› Legal size paper  
› Computer/internet access for students  
› Access to the Oregon Encyclopedia |
| Step by Step Instructions | **Step One:** Have students do a gallery walk review of the jigsaw index cards’ timeline and have them take note of the two acts or events they find most troubling AND take note of the two acts or events they find most inspiring. After students have taken notes of the two acts or events they find most troubling AND the two acts or events they find most inspiring, tell students they will have the opportunity to create a classroom exhibit of their own entitled: Injustice + Empowerment. (Or have students create their own title)!  

Explain to students that they will create a presentation or physical two-sided panel on legal-sized paper that on one side of the panel explains one specific legislative act/moment in Oregon history that specifically disenfranchised/showed injustice towards a racial/ethnic group AND on the other side of the panel showcases a moment/legislation that empowered a racial/ethnic group.
| **Step by Step Instructions (continued)** | Students must utilize an event from the timeline **OR** get approval of another event/legislation from the teacher. Hand students a copy of the *Injustice + Empower* graphic organizer. Remind students they must include a visual and short paragraph that explains the act/legislation/event and why they find it to be a **moment of Injustice or moment of Empowerment**. The visual can be of a document, photograph, or artifact. A good place for students to find a visual is the online [Oregon Encyclopedia](https://www.oregonencyclopedia.org). |
| **Teacher Notes** | Allow flexibility for students to present their panels or presentations. At minimum, they must utilize the legal size paper offered. But they should be welcomed and encouraged to create digital presentations, perform a dance, write and recite a poem, present a sculpture, etc. Students should always provide a paragraph summarizing their *Injustice + Empower* graphic organizer. |
| **Assessment** | *Injustice + Empower* graphic organizer. Students should provide a paragraph summarizing their graphic organizer. |
### Post-Visit Lesson Three

**Overview**
Students present their *Injustice + Empowerment* panels or presentations

**Essential Question(s)**
- What does it mean to be empowered?
- How do laws help to empower individuals and groups?
- How have laws caused injustices to certain racial/ethnic groups?

**Vocabulary**
- Injustice
- Empowerment

**Materials Needed**
Students’ *Injustice + Empowerment* panels or presentations

**Step by Step Instructions**
Students will have a maximum of 2–3 minutes to present their *Injustice + Empowerment* panels or presentations.

**Notes**
Allow flexibility for students to present their panels or presentations. At minimum, they must utilize the legal size paper offered. But they should be welcomed and encouraged to create digital presentations, perform a dance, write and recite a poem, present a sculpture, etc. Students should always provide a paragraph summarizing their *Injustice + Empowerment* graphic organizer.

**Extensions**

**Step One:** Tell students they will have the opportunity to showcase their *Injustice + Empowerment* panels or presentations. Allow students a minute after their showcase for peers to share compliments and ask what they wondered about for each panel or presentation.

**Step Two:** Explain to students that they will conclude the lesson by listen and speaking in a Fishbowl Discussion (or another suitable discussion format).

**Fishbowl Set-Up:** A Fishbowl discussion requires a circle of chairs (“the fishbowl”) and enough room around the circle for the remaining students to listen carefully and observe what is happening in the “fishbowl.” Sometimes, teachers place enough chairs for half of the students in the class to sit in the fishbowl, while other times teachers limit the chairs further. Typically, 6–12 chairs allows for a range of perspectives while still giving each student an opportunity to speak. The observing students often stand around the fishbowl.
<table>
<thead>
<tr>
<th>Extensions (continued)</th>
<th>Possible Prompts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>› Should Oregon have been voted to become a part of the United States?</td>
</tr>
<tr>
<td></td>
<td>› Does racial equality depend upon government action?</td>
</tr>
<tr>
<td></td>
<td>› Can you recall any examples from the OHS exhibit <em>Experience Oregon</em>?</td>
</tr>
<tr>
<td></td>
<td>› Are there any current examples you can think of occurring today?</td>
</tr>
</tbody>
</table>