Experience Oregon

Grades 6–8 Unit

Post-Visit Lesson One

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.
# Post-Visit Lesson One

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<th>Overview</th>
<th>Students reflect and share what they learned from their visit to <em>Experience Oregon</em>. Utilizing the <em>Timeline of Oregon and U.S. Racial, Immigration, and Education History</em>, students will work in pairs or small groups to jigsaw together the legislative acts/events that would <strong>empower racial/ethnic groups</strong> and those that <strong>demonstrated injustice towards racial/ethnic groups</strong>.</th>
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| **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** | › Four 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 five 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.

### Oregon Social Sciences Standards

The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.

- **6.2** Describe current forms of government and the specific roles played by citizens in countries of the Western Hemisphere.
- **6.3** Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- **6.4** Recognize historical and contemporary means of changing societies and promoting the common good.
- **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)
- **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).
- **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.
### Oregon Social Sciences Standards (continued)

- **6.28** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of these arguments.
- **7.1** Describe the role of citizens in governments.
- **7.5** Compare historical and contemporary means of changing societies and promoting the common good.
- **7.25** 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)
- **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.
- **8.5** 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
- **8.7** Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and other traditionally marginalized groups. (Civics)
- **8.8** 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.
- **8.9** Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.
- **8.10** Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).