## Post-Visit Lesson Two

<table>
<thead>
<tr>
<th>Overview</th>
<th>Students are introduced to their <strong>Injustice + Empowerment</strong> panel or presentation activity in lesson two and are <strong>given an additional class period to continue their panels or presentations.</strong></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](https://www.oregonencyclopedia.org) |
| 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 highlights 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.

**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.

**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.
- **6.28** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of these arguments.
| Oregon Social Sciences Standards (continued) | 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). |