Experience OREGON

Grades 6–8 Unit

Pre-Visit Lesson Two

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.
## Pre-Visit Lesson Two

<table>
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<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>
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| 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

### 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.

› **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.
### Oregon Social Sciences Standards (continued)

- **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).