Experience Oregon

Grades 6–8 Unit

Pre-Visit Lesson Three

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 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 affected 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 Capitol Building located in Salem, Oregon. 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](https://example.com) while the second group will examine excerpts from the [1844 Oregon Provisional Government Laws](https://example.com). 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 three 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.

### Assessments

- Ability to complete activity sheets

### Extensions

- Have students read an [article articulating the immediate and lasting effects](https://example.com) of the The Donation Land Claim Act.

### 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.
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<tr>
<th>Oregon Social Sciences Standards (continued)</th>
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<tr>
<td>› <strong>6.28</strong> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of these arguments.</td>
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<td>› <strong>7.1</strong> Describe the role of citizens in governments.</td>
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<td>› <strong>7.5</strong> Compare historical and contemporary means of changing societies and promoting the common good.</td>
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<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>
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<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>
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<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>
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<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>
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<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>
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<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>
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<td>› <strong>8.9</strong> Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.</td>
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<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>
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