Experience OREGON

Grades 6–8 Unit

Pre-Visit Lesson Four

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 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 affected 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.

## Assessments

Completion of activity sheet
<table>
<thead>
<tr>
<th>Extensions</th>
<th>Have students read an excerpt of <a href="#">Reflection of the 1857 Oregon Constitution Convention</a> and analyze the perspective presented.</th>
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</table>
| 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) |
<table>
<thead>
<tr>
<th>Oregon Social Sciences Standards (continued)</th>
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<tbody>
<tr>
<td>› 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.</td>
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<tr>
<td>› 7.30 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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<tr>
<td>› 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</td>
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<td>› 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)</td>
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<td>› 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.</td>
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<td>› 8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.</td>
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<td>› 8.10 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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