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 One

### Overview
Students analyze and summarize how issues become policies/laws in Oregon. Next, students examine and analyze various policy changes that came about from everyday Oregonians like themselves.

How did these people create change? What prompted them to want to see/make changes?

### Essential Question(s)
- How can public policy support and/or infringe on the personal rights of certain groups of people?
- How can individuals impact public policy?

### Vocabulary
- Public policy
- Parties

### Materials Needed
- *Oregon State: From Idea to Law* handout and *What’s the Impact* handout.
- Students should have access to computers, tablets and/or smartphones with strong and stable Internet connection.

### Step by Step Instructions
Depending on the size of your class and their exposure to policy, either jigsaw in small groups, or in pairs, the process for how ideas become laws in Oregon.

Explain to students that they will have 25 minutes to complete the activity below:

In one minute or less, the small groups, or pairs, of students will have to present the Oregon State process for how ideas become laws/policies (from the *Oregon State: From Idea to Law*). They can rewrite it in their own words, create a poem, use drawings, magazine cut-outs, develop a short video, etc. Make it engaging, entertaining, and accurate!

Depending on the size of the group, do a whole group share out, or have students share out in smaller groups. The sharing out should be limited to 20–25 minutes of class time.

Following the share out, explain to students they will now examine some policy changes that came about from Oregonians like themselves.
| Step by Step Instructions (continued) | Offer students handouts of the following cases/policies, and if time allows, offer them the opportunity to research other secondary resources on the cases/policies.  
› Oregon HB 2845  
› Juliana v. U.S.  
› Holmes v. Ford  
› Portland Public Schools Climate Change Board Resolution  
› Muller v. Oregon  
› Portland Public Schools Ethnic Studies Course Board Resolution  
› State of Oregon v. Phillip George  
› Indian Termination Act  
› Oregon Donation Land Act  

Individually, or in pairs, have students fill out the What's the Impact handout.

Either through a gallery walk or small group have students share out their handouts. |
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<tbody>
<tr>
<td>Assessments</td>
<td><strong>What's the Impact</strong> handout</td>
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<td>Extensions</td>
<td><strong>Student Protest that Lead to Change 1903–2014 timeline</strong> and this <strong>New York Times</strong> news article</td>
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| Additional Educational Resources | Two resources from the Oregon Legislature:  
› Image Detailing How Ideas Become Law  
› Glossary of Legislative Terms |
| Oregon Social Sciences Standards | *The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.*  
› HS.4 Examine institutions, functions, and processes of United States government.  
› HS.5 Evaluate the relationships among governments at the local, state, tribal, national, and global levels.  
› HS.6 Examine the institutions, functions, and processes of Oregon’s state, county, local, and regional governments.  
› HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events. |
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<tr>
<th>Oregon Social Sciences Standards (continued)</th>
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<td>› <strong>HS.11</strong> Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.</td>
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<td>› <strong>HS.13</strong> Examine and analyze provisions of the Oregon Constitution and the U.S. Constitution.</td>
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<td>› <strong>HS.55</strong> Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history. (History)</td>
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<td>› <strong>HS.60</strong> Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States. (History)</td>
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<td>› <strong>HS.61</strong> Analyze and explain persistent historical, social, and political issues; conflicts, and compromises in regards to power, inequality, and justice and their connection to currents events and movements. (History)</td>
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<td>› <strong>HS.62</strong> Identify historical and current events, issues, and problems when national and/or global interests have been in conflict, and provide analysis from multiple perspectives. (History)</td>
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<td>› <strong>HS.65</strong> Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States, and the world. (History)</td>
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<td>› <strong>HS.67</strong> Evaluate historical sources for perspective, limitations, accuracy, and historical context.</td>
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<td>› <strong>HS.68</strong> Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.</td>
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<td>› <strong>HS.69</strong> Create and defend a historical argument utilizing primary and secondary sources as evidence.</td>
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<td>› <strong>HS.70</strong> Identify and critique how the perspective of contemporary thinking influences our view of history.</td>
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<td>› <strong>HS.72</strong> Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).</td>
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<td>› <strong>HS.73</strong> Identify and analyze multiple and diverse perspectives as critical consumers of information.</td>
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<td>› <strong>HS.74</strong> Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.</td>
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### Oregon Social Sciences Standards (continued)

- **HS.75** Evaluate options for individual and collective actions to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- **HS.76** Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.
- **HS.77** Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.