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 continue the Freedom Fighters Convention. Students re-examine the Freedom Fighters/Social Justice Activists from the previous two lessons to create a collective profile of the characteristics/attributes they believe Freedom Fighters/Social Justice Activists utilize to address problems in their community. At the conclusion, students create both a personal and a collective list of problems they see in their local community, region, or state. Students begin to review the various ways problems can be addressed.

### Essential Question(s)
› What are the characteristics/attributes of individuals (or organized groups) that can help support your local community?
› What are the various ways that local, regional, and state concerns can be addressed?

### Vocabulary
› Characteristic
› Attribute

### Materials Needed
› Freedom Fighter Attributes activity sheet
› Classroom Freedom Fighter Attributes activity sheet
› Problems to Action activity sheet

### Step by Step Instructions
Have students continue the second page of the Freedom Fighters Convention activity sheet(s) from the previous lesson.

Conduct a whole class reflection on the activity at the end. Possible discussion questions include: (20 min)
› Where were any surprising fighters?
› What were some inspiring stories? Did anyone else find these inspiring? Why?
› Were there people you knew or had heard of before?
› Did any of the problems they address connect to problems in your own community?

Next, give students a few moments to personally reflect on the previous lessons. Then, give them a Freedom Fighter Attributes activity sheet. Inside the body outline, students should fill in the characteristics/attributes they believe Freedom Fighters/Social Justice Activists utilize to address problems in their community. (10 min)
### Step by Step Instructions (continued)

Have students share out some of their characteristics/attributes and create a collective [Classroom Freedom Fighter Attributes](#) list from the students’ personal lists. Note: You may want to use large chart paper posted around the classroom and let students write it in themselves, but be sure to leave some room for additional comments for a lesson after the museum visit to see the *Experience Oregon* exhibit. (This last part can be skipped if you cannot take the field trip). (15 min)

Next, hand each student the [Problems to Action](#) activity sheet. Either in pairs, or individually, have students fill out the handout. Have a few students share out their problems and actions. Then, ask for input from other students: could the actions solve/impact the problem? Are there other possible actions to take? Collect this activity sheet as the exit ticket for the lesson. (15 min)

### Assessments

- **Problems to Action** activity sheet

### Extensions

Students can review *The Atlantic* article “The Other Student Activists” for more social justice activism, particularly youth, including Oregon youth.

### 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.
- **HS.11** Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.
- **HS.13** Examine and analyze provisions of the Oregon Constitution and the U.S. Constitution.
- **HS.55** 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)
- **HS.60** 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)
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<th>Oregon Social Sciences Standards (continued)</th>
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<tr>
<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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<td>› <strong>HS.75</strong> 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.</td>
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<td>› <strong>HS.76</strong> Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</td>
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<td>› <strong>HS.77</strong> 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.</td>
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