Experience
OREGON

Grades 9–12 Unit Overview

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.
## Grades 9 – 12 Unit Overview

### Experience Oregon: How Can I Be an Active Oregon Citizen?
- How can I be an active Oregon citizen?
- What are the rights and responsibilities of U.S. citizens?
- How can citizens participate in civic life?

### Enduring Understanding(s)
- Civic participation is a fundamental right of U.S. citizens and is influenced by our background, experiences, values, and beliefs.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- People are impacted by environmental, economic, social, cultural, and civic concerns and can respond to them in a variety of ways.
- Examining social and civic issues helps people expand their understanding of the world, its people, and themselves.

### Pre-Visit Lesson One
Students analyze and summarize how issues become policy/laws in Oregon state. 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?

### Pre-Visit Lesson Two
Students create a summary of an Oregon Freedom Fighter and attend a mock convention to present their individual and meet the other Freedom Fighters in attendance.

### Pre-Visit Lesson Three
Students continue the Freedom Fighters Convention. Students re-examine the Freedom Fighters from the previous two lessons to create a collective profile of the characteristics/attributes they believe Freedom Fighters 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.

### Museum Visit
*Experience Oregon* with a [3-2-1 Exit Ticket](#)
### Post-Visit Lesson One

Students reflect on the *Experience Oregon* exhibit and add to their classroom [Freedom Fighters/Social Justice Activist Attributes](#). Students write a Haiku reflecting on what it means to be an Oregon Freedom Fighter/Social Justice Activist. At the end of the lesson, students return to the [Problems to Action](#) handout, and select one of their local/regional problems for which to create a [Proposal for Action](#).

### Post-Visit Lesson Two

Students will complete their [Proposal for Action](#) handout and the [Call for Action](#) and utilize them to prepare a formal presentation of their call for action to their class/community.

### Post-Visit Lesson Three

Students present their [Call for Action](#) proposals and review them utilizing the [Call for Action Review Rubric](#). The students will collectively vote to pursue one or two action plans.

### Oregon Social Sciences Standards

- **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)
- **HS.61** 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)
<table>
<thead>
<tr>
<th>Oregon Social Sciences Standards (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>› <strong>HS.67</strong> Evaluate historical sources for perspective, limitations, accuracy, and historical context.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>› <strong>HS.69</strong> Create and defend a historical argument utilizing primary and secondary sources as evidence.</td>
</tr>
<tr>
<td>› <strong>HS.70</strong> Identify and critique how the perspective of contemporary thinking influences our view of history.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>› <strong>HS.73</strong> Identify and analyze multiple and diverse perspectives as critical consumers of information.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Pre-Visit Lesson One</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Overview</strong></td>
</tr>
<tr>
<td>Students analyze and summarize how issues become policy/laws in Oregon state. 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?</td>
</tr>
<tr>
<td><strong>Essential Question(s)</strong></td>
</tr>
</tbody>
</table>
| › 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 1 minute or less, the small groups, or pairs of students, will have to present the Oregon State process for how ideas become laws/policy (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.

<table>
<thead>
<tr>
<th>Assessments</th>
<th><em>What’s the Impact</em> handout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensions</td>
<td><em>Student Protest that Lead to Change 1903–2014 timeline</em> and the <em>New York Times</em> news article</td>
</tr>
<tr>
<td>Additional Educational Resources</td>
<td>Two resources from the Oregon Legislature:</td>
</tr>
<tr>
<td></td>
<td>‣ <em>Image Detailing How Ideas Become Law</em></td>
</tr>
<tr>
<td></td>
<td>‣ <em>Glossary of Legislative Terms</em></td>
</tr>
</tbody>
</table>
# Pre-Visit Lesson Two

<table>
<thead>
<tr>
<th>Overview</th>
<th>Students create a summary of an Oregon Freedom Fighter and attend a mock convention to present their individual and meet the other Freedom Fighters in attendance.</th>
</tr>
</thead>
</table>
| Essential Question(s) | › How do citizens contribute to the better of their community/society?  
› How has Oregon been impacted over time by the actions of individuals/organized groups? |
| Vocabulary | › Freedom Fighter  
› Social Justice Activists |
| Materials Needed | › Index cards  
› Name tags  
› Handout of Freedom Fighters Biographies from Roosevelt High School’s Writing and Publishing Center for each student (PRINT DOUBLE-SIDED)  
› Freedom Fighters Convention activity sheet(s) |
| Step by Step Instructions | Write the word **Freedom** on the board. Ask students to jot down on one of their index cards the words, images, phrases, etc. that come to mind when they think of **Freedom**. Have students share with each other.  

Erase the word freedom and write on the board **Fighter**. Ask students to jot down on one of their index cards the words, images, phrases, etc. that come to mind when they think of **Fighter**. Have students share with each other.  

Then write the phrase **Freedom Fighter** on the board. Next, ask students to use their thoughts on Freedom and Fighter to create one definition or understanding for who/what they believe a **Freedom Fighter** is. Have students share with the whole group. Have students use one final index card to write down their own definition of a **Freedom Fighter**. Have students do a gallery walk of the index cards or share a few aloud. |
Next, tell the students that for the purposes of the next activity they will take on the role of someone who impacted her/his/their community. They will learn about actual Freedom Fighters. Explain and discuss the term Social Justice Activist. Students may be more familiar with this term, but they mean the same thing.

The intent of this activity is not to mimic, replicate, or speak on behalf of the lived experiences the person had/has. Instead, the intent is for students to bring forward the basic facts about their person and provide their peers with a general story of how this person contributed to a better society.

Each student will receive a handout of Freedom Fighters Biographies and the first page of the Freedom Fighters Convention activity sheet(s) to help them gather the information.

Tell students they will take the time to summarize what they learned about their Freedom Fighter. Students will want to convey as much background history on their Freedom Fighter for their audience. Students will want to prepare well to engage with their audience and offer information and details that form an inspiring narrative of the role their person played to address a problem.

After students have created and rehearsed their debriefs, give them 15–20 minutes to walk around the convention to meet other Freedom Fighters.

Students should use the second page of the Freedom Fighters Convention activity sheet(s) to record their interactions with others from the convention as they try to gather as many details and facts about other Freedom Fighters/Social Justice Activists.

| Assessments | Freedom Fighters Convention activity sheet(s) |
# Pre-Visit Lesson Three

<table>
<thead>
<tr>
<th>Overview</th>
<th>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.</th>
</tr>
</thead>
</table>
| 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 there 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) |
<p>| <strong>Assessments</strong> | <a href="#">Problems to Action</a> activity sheet |
| <strong>Extensions</strong> | Students can review <em>The Atlantic</em> article “<a href="#">The Other Student Activists</a>” for more social justice activism, particularly youth, including Oregon youth. |</p>
<table>
<thead>
<tr>
<th>Overview</th>
<th>Students visit the <em>Experience Oregon</em> exhibit and fill out a 3-2-1 OHS <em>Experience Oregon</em> Exit Ticket:</th>
</tr>
</thead>
<tbody>
<tr>
<td>› 3 Freedom Fighters/Social Justice Activists that intrigued and/or inspired you from the exhibit? Names, actions, what intrigued and/or inspired you?</td>
<td></td>
</tr>
<tr>
<td>› 2 actions/events that you could connect to today. Did any events from the exhibit seem familiar to a present day or current event or action?</td>
<td></td>
</tr>
<tr>
<td>› 1 question you still have from the exhibit you would like to learn more about?</td>
<td></td>
</tr>
</tbody>
</table>
# Post-Visit Lesson One

## Overview

Students reflect on the *Experience Oregon* exhibit and add to their classroom Freedom Fighter/Social Justice Activist Attributes. Students write a Haiku reflecting on what it means to be an Oregon Freedom Fighter/Social Justice Activist.

Students end the lesson by returning to the *Problems to Action* handout, and selecting one of their local/regional problems to create a *Proposal for Action*.

## Essential Question(s)

- How do citizens contribute to the better of their community/society?
- 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?
- How has Oregon been impacted over time by the actions of individuals and organized groups?

## Vocabulary

- Strategy
- Tactic
- Stakeholder
- Civic engagement
- Direct action

## Materials Needed

- Freedom Fighter/Social Justice Activist Attributes classroom list
- Freedom Fighter/Social Justice Activist Haiku

## Step by Step Instructions

**Group Discussion and Activity.** Ensure that students have their 3-2-1 Exit Tickets from the *Experience Oregon* exhibit.

In pairs/small groups ask students to reflect: What else did you observe about the Freedom Fighters/Social Justice Activists from the *Experience Oregon* exhibit?

Following the small group discussion have students share with the whole class and ask students if they have any additional attributes/characteristics they want to add to the classroom list after the exhibit visit. (15 mins)
| Step by Step Instructions (continued) | Next, hand out the [Freedom Fighter/Social Justice Activist Haiku](#) handout. Utilizing the classroom attributes/characteristics, have students, individually or in pairs, write a Haiku reflecting on what it means to be an Oregon Freedom Fighter/Social Justice Activist. Have students post the Haikus around the classroom or hallway and let students do a gallery walk of the completed handouts. (25min)

Next, tell students they will be returning to their [Problems to Action](#) handout. In pairs, or small groups, have students review the handout with their peers. Next, explain to students that they will be using the rest of the classroom period to select one of the local or regional problems and explore further. After they have selected their problem, review the [Proposal for Action](#) handout. Ask students to name a problem/action they recalled from the [Experience Oregon](#) exhibit and utilize it to fill out a [Proposal for Action](#) handout as a class. If time allows, let students begin work on their own (or in pairs) [Proposal for Action](#). (20min) |
| Assessments (tasks) | [Freedom Fighter/Social Justice Activist Haiku](#) & [3-2-1 Exit Tickets](#) |
## Post-Visit Lesson Two

<table>
<thead>
<tr>
<th>Overview</th>
<th>Students will complete their Proposal for Action handout and the Call for Action and use them to prepare an “elevator speech” presentation of their identified local/regional problem.</th>
</tr>
</thead>
</table>
| Essential Question(s) | › How do citizens contribute to the better of their community/society?  
› 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 | › Strategy  
› Tactic  
› Stakeholder  
› Civic engagement  
› Direct action |
| Materials Needed | › Proposal for Action handout |
| Step by Step Instructions | Have students return to their Problems to Action handout and continue, or begin, to work on their Proposal for Action handout. Explain to students that in the following classroom time they will be asked to give a 1-minute “elevator speech.”  

Explain that the 1-minute “elevator speech” is a clear but summarized message or “commercial” about the problem/issue students have identified. It will communicate to the audience the problem, its cause, how you would solve it, and what it would take to solve it. The idea behind having an “elevator speech” is that students are prepared to share this information with anyone, at anytime, even in an elevator! Encourage students to be sure to rehearse their “elevator speech” with a friend or in front of a mirror. The important thing is to practice it OUT LOUD. You want it to sound natural and convincing. Get comfortable with what you have to say so you can breeze through it when the time comes. Students should be welcomed and encouraged to utilize technology, images, slides, video, etc. but must stay within the 1-minute time limit to present. |
<table>
<thead>
<tr>
<th>Assessments (tasks)</th>
<th><strong>Proposal for Action</strong> handout &amp; <strong>Call for Action</strong> handout</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extensions</strong></td>
<td>Have students create a billboard, magazine cover, poster, etc. that will help support their Call for Action.</td>
</tr>
</tbody>
</table>
| **Additional Educator Resources** | › **Activating My Democracy**: Lesson plan and materials (in-depth planning guide for teachers and students)  
› **Project Citizen Level 1**: Lesson plan and materials (in-depth planning guide for teachers and students) |
## Post-Visit Lesson Three / Four

<table>
<thead>
<tr>
<th>Overview</th>
<th>Students present their <a href="#">Call for Action</a> proposals and review them utilizing the <a href="#">Call for Action Review Rubric</a>. The students will collectively vote to pursue one or two action plans.</th>
</tr>
</thead>
</table>
| **Essential Question(s)** | › How do citizens contribute to the better of their community/society?  
› 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?  
› How can youth address the concerns of their local community? |
| **Materials Needed** | [Call for Action Review Rubric](#) |
| **Step by Step Instructions** | Ensure that students have adequate time to prepare their presentations. They may give a speech, utilize technology, images, slides, video, etc. but must stay within the 1-minute time limit. If possible, invite school administrators, community members, parents, etc. and have them fill out a [Call for Action Review Rubric](#). Utilize the collective rubrics and the [Call for Action](#) handout to provide feedback for students. |
| **Assessments (tasks)** | [Call for Action](#) handout  
[Call for Action Review Rubric](#) |