

Deschutes Historical Museum Lesson Plan
Created by Erin L. Johnson, MAT, MSc
March 3, 2025

Title: *Phelps v. Racial Discrimination*

Rationale: This lesson offers important learning for students because it allows them to discuss the tactics the Black community and their allies used to fight racial segregation. Further, students will discuss the merits of the Black community's linear (and non-linear) progress toward equality.

Grade Level & Subject/Course: 10th grade Individuals and Societies (or U.S. History)

Suggested Timeframe: 60 minutes

Learning Objective: Students will be able to discuss how racial discrimination shaped Black history in Oregon?

Related ODE 2024 Social Science Standards:

HS.US.CE.10 Evaluate the actions and methods groups facing discrimination used to achieve expansion of rights and liberties from 1865-present.

HS.US.CP.18 Analyze the origins, evolution, and goals of the movement for Black equality from 1865 to the present, including examples of the social and political resistance to integration and equality.

Key Concept: Students should have a working background knowledge of segregation, racial discrimination, exclusion laws.

Materials Needed:

- **Central Oregon Press Document**

https://docs.google.com/document/d/1ZfvghVFTMtLB_tCvw3poZiLEtLS4yQAYywKnVm_DjaI/edit?tab=t.0

- **The Homesteader: Deschutes County Historical Society Newsletter**

<https://docs.google.com/document/d/1BHQ9tXTgIzqHbBF0e3XAEYR3GPHcw2xXS5f9OHFwyTY/edit?tab=t.0>

CC BY-NC-SA

This license enables reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. CC BY-NC-SA includes the following elements:



BY: credit must be given to the creator.



NC: Only noncommercial uses of the work are permitted.



SA: Adaptations must be shared under the same terms.



Timeline for student reference:

The Oregon Black Laws: A Timeline

1844: Provisional government of Oregon passed the first Exclusion Law, which banned slavery in Oregon territory and required slave owners to free their slaves but also excluded African Americans from the territory.

1844: African Americans who remained in Oregon after being freed would be whipped and expelled. If they were caught in Oregon again within six months the punishment would be repeated.

1845: The whipping law was amended due to its harsh nature to substitute hard labor for a lashing and then repealed before it could take effect.

1849: Black residents in Oregon were allowed to remain but further African American immigration was banned. Ship owners were responsible for their black crewmembers and would be fined \$500 if one of these crew members jumped ship and remained in Oregon.

1849: African Americans found to have snuck into Oregon would be arrested and ordered to leave. This law was repealed in 1854 by a general housekeeping act. This law was repealed by a general housekeeping act. Later attempts were made to reintroduce this law showing that the repeal was unintentional.

1851: Jacob Vanderpool was turned in by his neighbor and expelled from Oregon by Judge Thomas Nelson. He is the only black person of record to be expelled for being black.

1857: Oregon State Constitution was written in order to receive statehood for the territory and a clause prohibiting new immigration of African Americans was included. Also made illegal was their ownership of real estate, entering into contracts, and they were denied their right to sue in court.

1859: Oregon gains statehood as the only state in the Union with a constitution that prohibited African Americans from living in the state.

1868 & 1870: 14th Amendment is introduced, which gives all United States citizens citizenship and equal protection under the law. The 15th Amendment prohibits the federal or state government from denying a citizen their right to vote based on their "race, color, or previous condition of servitude". These amendments voided the exclusion clauses although they were not repealed until 1927.

1893: Repeal resolution was introduced into the state legislature.

1901, 1903, & 1915: Repeal resolutions finally passed.

1926: Oregon repeals its exclusion law, amending the state constitution to remove it from the Bill of Rights.

1927: Oregon State Constitution is finally amended to remove a clause denying blacks the right to vote.

1951: Oregon repeals its law prohibiting interracial marriages.

CC BY-NC-SA

This license enables reusers to distribute, noncommercial purposes only, and only upon the material, you must license the following elements:



BY: credit must be given to the creator



NC: Only noncommercial uses of the material are permitted



SA: Adaptations must be shared

Lesson Plan

[illegible]

CC BY-NC-SA

This license enables reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. CC BY-NC-SA includes the following elements:



BY: credit must be given to the creator.



NC: Only noncommercial uses of the work are permitted.



SA: Adaptations must be shared under the same terms.



Activity 1 20 mins	Central Oregon Press Document https://docs.google.com/document/d/1Zfv_gHVFTMtLB_tCvw3poZiLEtLS4yQAYy_wKnVm_DjaI/edit?tab=t.0 Teacher will distribute printouts of this worksheet to students. Teacher will put students into table groups. Teacher will instruct students to do a ‘close reading’ of this article. Students should read the questions first and then annotate and markup the text with the evidence they will use to support their answers.	Students should read the questions first and then annotate and markup the text with the evidence they will use to support their answers. Students will answer the questions on their worksheet with their table groups.
Discussion 5 mins	Teacher will ask give students 3 minutes to discuss their answers with their groups. Teacher will walk around to listen to and comment on the discussions students are having. Teacher will ask students to share their thoughts with the class (allow 2 minutes for answers and prompting).	Students will discuss their answers in their table groups. Students will share their thoughts with the class.
Activity 2 20 mins	The Homesteader: Deschutes County Historical Society Newsletter https://docs.google.com/document/d/1BH_Q9tXTgIzqHbBF0e3XAEYR3GPHcw2x	

CC BY-NC-SA

This license enables reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. CC BY-NC-SA includes the following elements:



BY: credit must be given to the creator.



NC: Only noncommercial uses of the work are permitted.



SA: Adaptations must be shared under the same terms.



	<p>XS5f9OHFwyTY/edit?tab=t.0</p> <p>Teacher will distribute printouts of this worksheet to students.</p> <p>Teacher will put students into table groups.</p> <p>Teacher will instruct students to do a ‘close reading’ of this article. Students should read the questions first and then annotate and markup the text with the evidence they will use to support their answers.</p>	<p>Students should read the questions first and then annotate and markup the text with the evidence they will use to support their answers.</p> <p>Students will answer the questions on their worksheets with their table groups.</p>
Discussion 5 mins	<p>Teacher will ask one table group to share their answer to the first question on <i>The Homesteader</i> worksheet.</p> <p>Teacher will ask one table group to share their answer to the second question on <i>The Homesteader</i> worksheet.</p> <p>Other students are welcome to add to either answer.</p>	<p>One table group will share their answer to the first question on <i>The Homesteader</i> worksheet.</p> <p>One table group will share their answer to the second question on <i>The Homesteader</i> worksheet.</p> <p>Other students are welcome to add to either answer.</p>
Closing 5 mins	<p>Teacher will ask students to reflect on this question in their composition books: “Do these documents show progress? Explain your answer.</p>	<p>Students will answer this question in their composition books.</p>

CC BY-NC-SA

This license enables reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. CC BY-NC-SA includes the following elements:



BY: credit must be given to the creator.



NC: Only noncommercial uses of the work are permitted.



SA: Adaptations must be shared under the same terms.

