

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>

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Timeline for student reference:



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Lesson Plan

Steps & Timing	Teacher	Students
Opening 5 mins	<p>Teacher will give students this prompt to discuss with an elbow partner: “What do you think is significant about this picture?”</p>  <p>Photo c. 1920s Bend, Oregon, USA</p> <p>Teacher will explain that the woman on the right is Ophelia Phelps. Phelps and her family were pioneers who moved to Oregon in 1917. The family fought against racial discrimination in Oregon. We are going to read about one suit today.</p> <p>Timeline for student reference is above.</p>	<p>Students will discuss the prompt with an elbow partner.</p> <p>Students will listen to gain context.</p>

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Activity 1 20 mins	<p>Central Oregon Press Document https://docs.google.com/document/d/1ZfvgHVFTMtLB_tCvw3poZiLEtLS4yQAYywKnVm_DjaI/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 worksheet with their table groups.</p>
Discussion 5 mins	<p>Teacher will ask give students 3 minutes to discuss their answers with their groups.</p> <p>Teacher will walk around to listen to and comment on the discussions students are having.</p> <p>Teacher will ask students to share their thoughts with the class (allow 2 minutes for answers and prompting).</p>	<p>Students will discuss their answers in their table groups.</p> <p>Students will share their thoughts with the class.</p>
Activity 2 20 mins	<p>The Homesteader: Deschutes County Historical Society Newsletter https://docs.google.com/document/d/1BHQ9tXTgIzqHbBF0e3XAEYR3GPHcw2x</p>	

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	<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>
<p>Discussion 5 mins</p>	<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>
<p>Closing 5 mins</p>	<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>

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