



# Capitol History Gateway

## Lesson Plan

The Beach Bill - High School

### Summary

Students will explore the circumstances surrounding the “Beach Bill”, how rhetoric and public interest helped it succeed, and apply their learnings to a contemporary issue.

### Lesson

<b>Duration</b>	<b>Lesson A: One 50 minute class period</b> <b>Lesson B: One 50 minute class period + outside research time</b>
<b>Resources</b>	<b>Included</b>  <a href="#">Link to Beach Bill Oregon Experience</a>  <a href="#">Link to Beach Bill Oregon Encyclopedia</a>  Grammarly: <a href="#">Types of Rhetorical Devices</a>  Link to <a href="#">OLIS</a>  <a href="#">Opinion Evaluation Worksheet</a>  <a href="#">Beach Bill Follow Along Worksheet</a>  <a href="#">Beach Bill Discussion Questions</a> <hr/> <b>Needed</b>  Current News Database

## Lesson Goals

### Students will be able to:

**Lesson A:** Explain the context of Oregon’s Beach Bill, and how political action and rhetoric influenced its passage.

**Lesson B:** Apply the knowledge gained in Lesson A to create a rhetorical strategy for a contemporary issue.

## Essential Practices

### Social Studies Essential Practices

Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narratives and distinguish between fact and opinion.

Develop the necessary skills to critically analyze and evaluate digital and social media content, identify reliable sources, and become more informed and responsible digital citizens.

Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.

### Capitol History Gateway Goals

*Capitol History Gateway is the interpretive plan for the Capitol’s Visitor Services Department. All lessons are developed to complement these interpretive goals.*

The quality of my life has been and continues to be shaped by what happens in Oregon’s government.

It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

It is easy to get involved in Oregon’s Democracy.

## Standards Met

### Oregon Social Studies

HS.C.IR.9 Describe the civic behaviors that promote and strengthen a pluralistic society.

HS.C.CE.17 Explain how active citizens and political or social movements can affect the lawmaking process locally, nationally, and internationally.

HS.C.IR.10 Analyze how political parties, interest and community groups, corporations, and mass media influence the beliefs and behaviors of individuals, and the policies and laws adopted by local, state, and national governments.

HS.C.DP.13 Agree and defend positions on contemporary issues in which foundational ideas or values are in tension.

HS.C.CE.19 Compare the debate over a public policy issue from the past with a contemporary issue and evaluate the role of political parties, interest groups, social movements and media in influencing public opinion.

HS.G.HE.11 Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership affects historically underrepresented identities, cultures, and communities.

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### NCSS

Theme 5: Individuals, Groups, and Institutions

Theme 10: Civic Engagement

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### Oregon English Language Arts

9-10.SL.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

9-10.SL.5 / 11-12.SL.5 Make creative and strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.

11-12.RI.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes to the text.

11-12.RI.8 Delineate and evaluate the reasoning in works of public advocacy including the application of constitutional principles and use of legal reasoning, and the premises, purposes, and arguments.

11-12.W.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge, concerns, values, and possible biases.

11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.SL.3 Evaluate a speaker's point of view, perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## Lessons

### Lesson A

1. Watch the [Beach Bill Oregon Experience](#) documentary (28 minutes), or read the [Beach Bill Oregon Encyclopedia](#) entry (15 minutes).
  - a. Reading can be completed individually, popcorn, in small groups, or as a class.
2. Have students follow along with the [Follow Along Worksheet](#)
3. Discuss the values in contrast in the Beach Bill debate, the opposing viewpoints, why the stakeholders involved had these opposing viewpoints, steps taken to advance the opposing agendas, and the eventual fate of the Beach Bill
  - a. A list of potential questions to root this discussion can be found in [Beach Bill Discussion Questions](#)

### Lesson B - Project

1. Have students research a current issue/bill/ballot measure, and compile opposing opinions about their topic (minimum 3)
  - a. Possible sources:
    - i. [OLIS](#) - public testimony, bill tracking, bill full texts
    - ii. Local newspapers. Editorials, opinion pieces, current events
    - iii. Social Media accounts dedicated to current events

2. Students should evaluate each opinion piece based on the Opinion Evaluation Worksheet
3. Students then should create an impactful political ad, campaign, article, public testimony, or social media post advocating for their position on the issue
  - a. Prior to creating their advocacy project, they should determine
    - i. Their position on the issue
    - ii. Audience for the project
    - iii. Desired outcome (individuals voting, legislators voting, raise awareness, attend a public meeting, submit testimony, etc.)
  - b. The [Project Development worksheet](#) can be used to guide students in creating their project

## Extension Activities

Lesson	Instructions
A	<p><b><i>Extension - On Task Encouragement.</i></b> Distribute 1-2 questions from the Beach Bill <a href="#">Discussion Questions</a> handout to each student, and let them know they will be expected to share their observations, answers, or thoughts with the class at the end of the documentary. Review the selected questions as desired</p>
B	<p><b><i>Extension - Exploring:</i></b> Use this activity to explore the 'silo effect' in media consumption - This works better if you pre-teach source evaluation.</p> <p>Pair students to evaluate their partner's research sources. Each student provides 2-3 sources to a partner, and both students complete the <a href="#">Opinion Evaluation</a> worksheet on their partner's sources.</p> <p>After completing the worksheet, partners come together to discuss different answers.</p> <p>Groups should answer critical questions like:</p> <ul style="list-style-type: none"><li>● Are the sources credible?</li><li>● Is there obvious bias?</li><li>● How compelling is the source? Why?</li><li>● What would you think if this was your only source?</li></ul>

**B**

**Extension - Real World:** *If students are undertaking this activity while an issue is in the news, or active in the legislature, extend the project by bringing it into the real world.*

*If students drafted public testimony, have them submit it to OLIS ([instructions here](#)) in support/opposition to a bill, or testify in person during a hearing ([instructions here](#))*

*If students wrote an opinion piece, have them send it to a news outlet, or publish it themselves.*

*Possible News Outlets that accept opinion pieces: [Statesman Journal](#), [The Oregonian](#), or check your local news/school paper for other opportunities.*

*If students created an ad, have them post it and see its reach via likes or shares. This can be on their own social media or another applicable account.*

*If using this activity for credit/extra credit, use the attached [rubric](#).*

**B**

**Extension - Just for Fun:** *One of the other hottest-topics on Oregon Beaches just after the Beach Bill was the [Exploding Whale](#).*

*If the Beach Bill had not passed, and the whale was beached outside the wet sand area, who would have been responsible?*

*Break students into small groups to represent different Exploding Whale stakeholders:*

- 1. A hotel owner who wants the carcass removed, because the foul odor is disgusting to guests.*
- 2. A scientist who wants to study the carcass, and will need access to the beach area to do so.*
- 3. A family who lives adjacent to the area of the beach with the whale, and can't enjoy the beach due to the stink.*
- 4. The local Highway Division manager, who is responsible for the wet sand area of the beach, but not the dry sand area where the whale lies.*
- 5. An environmental group who would like the whale to decompose where it is, to provide scavenging material for birds and predators.*

*Each group should determine:*

- 1. What should happen to the whale carcass*
- 2. Why this is their goal*
- 3. How to advocate for their goal (public campaign, letters to representatives, lawsuits, petitions, etc.)*
- 4. Other stakeholders who may agree with their ideal plan, and why*

*Groups can then appoint a spokesperson to share their findings with the class, or deploy their strategy to gain support for their whale-plan. The class can then vote for the best course of action.*