



Capitol History Gateway

Lesson Plan

The Oregon Constitution - 8th Grade

Summary

These lessons will examine the Oregon Constitution, the rights granted to Oregonians through it, how that has changed throughout our history.

Lesson

Duration	List class periods or hours/minutes
Resources	<p>Included</p> <p>Oregon Constitution Highlights Handout + Questions</p> <p>Oregonian Stories</p> <p>Secretary of State: Black in Oregon, National and Oregon Chronology of Events</p> <p>Needed</p> <p>Printer (optional)</p> <hr/> <p>External</p> <p>iCivics Amendments Mini-Lesson</p> <p>iCivics Constitution Explained Video Series</p> <p><i>This mini-lesson or video series can be used to strengthen understanding of the US Federal Constitution and the rights granted by it. iCivics is a non-partisan 501(c)3 organization dedicated to advancing civic learning so young people have the confidence to shape the world around them and believe in our country's future. Link provided as optional enrichment.</i></p>
Lesson Goals	<p>Students will be able to:</p> <p>Lesson A: Identify some constitutionally granted rights in the Oregon and US Constitutions.</p> <p>Lesson 2: Analyze how different Oregonian's identities influenced the rights available to them at different points in history.</p>

<p>Essential Practices</p>	<p>Social Studies Essential Practices</p> <p>Develop questions for social science inquiry.</p> <p>Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history.</p> <p>Demonstrate empathy to understand how identities shape actions of resistance and resilience among individuals and communities.</p> <p>Capitol History Gateway Goals</p> <p><i>Capitol History Gateway is the interpretive plan for the Capitol's Visitor Services Department. All lessons are developed to complement these interpretive goals.</i></p> <p>The quality of my life has been and continues to be shaped by what happens in Oregon's Government.</p> <p>It is important for you [me] to know Oregon's history.</p>
<p>Standards Met</p>	<p>Oregon Social Studies</p> <p>8.C.PI.5 Examine and analyze significant primary source documents establishing, limiting, or denying civil rights in the United State or Oregon.</p> <p>8.C.DP.10 Analyze important political and ethical values for individual rights and their lasting effect on the status, rights, and liberties of historically underrepresented groups embodied in documents such as the Declaration of Independence, the US and Oregon Constitutions, and the Bill of Rights.</p> <hr/> <p>NCSS</p> <p>Theme 10: Civic Engagement</p> <hr/> <p>Oregon English Language Arts</p> <p>8.RI.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p>8.L.5C Distinguish among connotations of words with similar denotations.</p>

Lesson A:

1. Break students into small groups (also possible as a whole class or individual work, depending on the amount of class time desired).
 2. Assign 1-2 of the 5 [Oregon Constitutional Sections](#) to each group.
 3. Students close read the original text of the Oregon Constitution.
 4. Read the summary of the section and answer the accompanying questions.
 5. Present a description of their constitutional section, explaining:
 - a. What it is about
 - b. What rights it grants
 - c. An example of that right
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Lesson B

1. Distribute [Oregonian Stories](#) to individual students, or in small groups
2. Observe their Oregonian Identity Photo to answer questions like:
 - a. *What do you see*
 - i. *What does the image look like? Is it a photo, painting, drawing?*
 - ii. *Is it in color, or black and white?*
 - iii. *What does the person look like? What do their clothes look like?*
 - b. *What do you think?*
 - i. *When do you think this picture was taken? Why?*
 - ii. *Can you determine anything about this person from their clothes or the setting?*
 - c. *What do you want to know?*
 - i. *Does this person make you curious about anything?*
 - ii. *What assumptions do you have about this person?*
 - iii. *Do you already know anything about this person? If so, what?*
3. Read assigned Oregonian Story Biography, and discuss the accompanying questions

Extension Activities

A

Extension Activity - Scaffold Up. Cut/fold the papers in two for each constitution section, and have students write their own summary of the original text.

Compare/contrast with the provided summary. Are there any differences? How might those differences be interpreted by someone applying the rights described in this section?

B

Extension Activity - Project. In groups or individually, have students research the context around one Oregonian Identity. Have them find answers to questions like:

What kind of a world did this person live in?

What was happening locally? Globally?

Looking at their actions (as discovered in their Oregonian Stories entries), how do you think the world they lived in contributed?

What has changed due to these actions? Locally, nationally, or globally