

# Systems of Oppression and Resistance: 2020 Portland Protest Rights

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## **National Art Standards, Anchor Standard 11:**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

*Students will reflect upon their experiences or observations in Portland in order to connect current action to Walking Through Portland With a Panther. They will create rhymes and share them as a performance tool to remember their rights.*

## **Social Justice Standards, Diversity Standard 9:**

Students will respond to diversity by building empathy, respect, understanding and connection.

*Students will reflect and share during the warm-up, helping them to better understand the different experiences we all have.*

## **Social Justice Standards, Action Standard 20:**

Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

*Students will use performance as a strategy to strengthen their practical knowledge of police interactions. They will assess how collaboration aided them in developing rhymes and how this relates to collaboration in protests.*

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## Warm up Activity (5 minutes)

Give students about 4 minutes to write/type/reflect about what they remember about the 2020 protests that occurred in and around Portland. (This does not have to be formal sentences, it can be recorded in any preferred mode).

### *Questions to think about...*

Where were you during these months? / Any dates, names or places that stand out? / What was the atmosphere in your household around these protests? / What information did you see within the media? / Any specific emotions/feelings during this time?

### **Pair up: 4 minutes (split into 2 x 2:00 minutes)**

Have students pair up and share what they are comfortable with from their reflections. The first student will have 2 minutes to share while the other engages in active listening, and then they will swap roles.

### **Teaching Goals:**

- Personal reflection and writing
  - Practicing active listening (non-verbal affirmation and no interruptions)
  - Exposure to a diverse narratives within the classroom
  - Acknowledging others experiences (making space for others)
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## Contextual Lessons: Portland Protests and Individual Rights (15 minutes)

### **Who...was involved?**

- George Floyd, May 25th, 2020 (Minneapolis, Minnesota)
- BLM, Portland Chapter NAACP, Portland NW Youth Liberation Front, Rose City Justice, more
  - in conflict with white anarchist groups
- PORTLAND CITIZENS

### **What...was going on?**

- Non violent protest (marching, speeches, etc), toppling of statues, looting/arson
- Federal reaction (national guard presence), curfew

- Photo gallery:

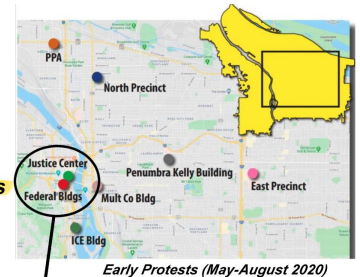
<https://www.oregonlive.com/galleries/6JTNG23TENDKZBEQ2HW4JPQVP4/>

## When and Where...in Portland?

- Nearly every day from May 2020 - September 2021 (more concentrated earlier in the year)

**Key: concentration of major downtown protests**

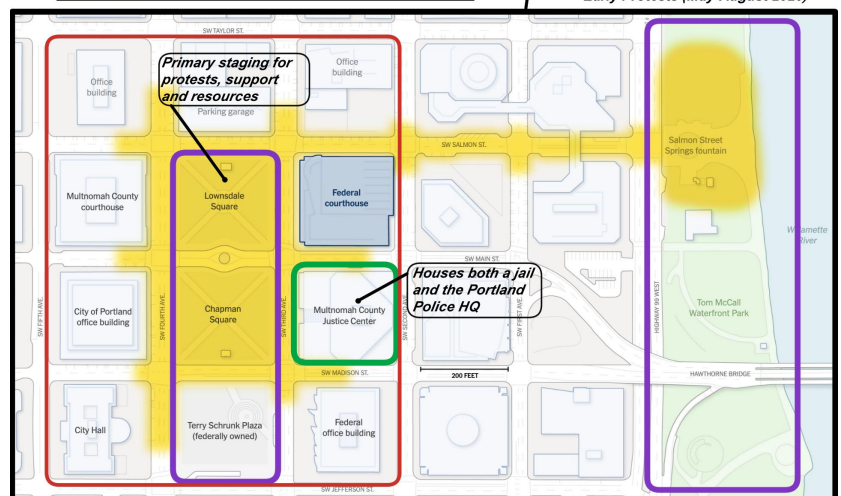
Justice Center - ●  
Federal Buildings (Downtown) - ●  
Community Bases - ●



Early Protests (May-August 2020)

## Why...is this important?

- Not the first shooting, and not the last
- Victims of police brutality previous and specific to Portland
  - Kendra James (2003), Aaron Campbell (2010), Quanince Hayes (2017), Patrick Kimmons (2018), and more.
- Movement to defund the police and provide protection to black communities and bodies disproportionately targeted by racist systems
- Importance of social movements that center marginalized people/experiences/narratives, and how communities



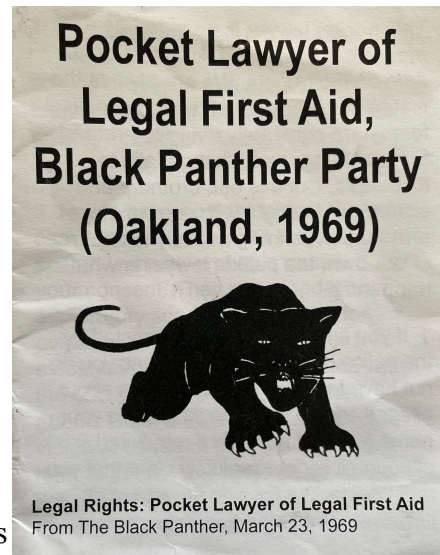
## Lasting Effects...

- Former City Commissioner Jo Ann Hardesty lead efforts for new “police oversight board” comprised of citizens, plans to be up and running by the end of 2024
  - Portland Street Response for non-emergency crises
- Current PPB budget request is higher than pre-protests

- Organizations that City Council said they would fund towards anti-racism activism (such as Reimagine Oregon) have only received a fraction of what was promised

## Your Rights- Pocket Lawyer

- Black Panther Party created a “Pocket Lawyer of Legal First Aid”
  - Small pamphlet books that educated black people on their rights, including in initial conversations with police officers and following with resources if they were arrested
- Given out in Portland with location-specific resources
  - Certain parts are no longer applicable (Black Panthers phone #, changes in legal proceeding rights in the past 50+ years)



This pocket lawyer is provided as a means of keeping Black people up to date on their rights. We are always the first to be arrested; yet the racist police forces are constantly trying to pretend that rights are extended equally to all people. Cut this out, brothers and sisters, and carry it with you. Until we arm ourselves to righteously take care of our own, the pocket lawyer is what's happening.

1. If you are stopped and/or arrested by the police, you may remain silent; you do not have to answer any questions about alleged crimes, you should provide your name and address only if requested, although it is not absolutely clear that you must do so. But then do so, and at all times remember the Fifth Amendment.

2. If a police officer is not in uniform, ask him to show his identification. He has no authority over you unless he properly identifies himself. Beware of persons posing as police officers. Always get his badge number and his name.

3. Police have no right to search your car or your home unless they have a search warrant, probable cause, or your consent. They may conduct no exploratory search, that is, one for evidence of a crime generally or for evidence of a crime unconnected with the one you are being questioned about. Thus, a stop for an automobile violation does not give the police the right to search the automobile. You are not required to consent to a search; therefore, you should not consent and

should state clearly and unequivocally that you do not consent, in front of witnesses if possible. If you do not consent, the police will have the burden in court of showing probable cause. Arrest may be corrected later.

4. You may not resist arrest forcibly or by going limp, even if you are innocent. To do so is a separate crime of which you can be convicted even if you are acquitted of the original charge. Do not resist arrest under any circumstances.

5. If you are stopped and/or arrested, the police may search you by patting you on the outside of your clothing. You can be stripped of your personal possessions. Do not carry anything that includes the name of your employer or friends.

6. Do not engage in “friendly” conversation with officers on the way to or at the station. Once you are arrested there is little likelihood that anything you say will get you released.

7. As soon as you have been booked, you have the right to complete at least two phone calls— one to a relative, friend, or attorney, the other to a bail bondsman. If you can, call the Black Panther Party, 845-0103 (845-0104), and the Party will post bail if possible.

8. You must be allowed to hire and see an attorney immediately.

9. You neither have to give any statement to the police, nor do you have to sign any statement you might give them, and therefore you should not sign anything. Take the Fifth and Fourteenth Amendments, because you cannot be forced to testify against yourself.

10. You must be allowed to post bail in most cases, but you must be able to pay the bail bondsmen’s fee. If you cannot pay the fee, you may ask the judge to release you from custody without bail or to lower your bail, but he does not have to do so.

11. The police must bring you into court or release you within 48 hours after your arrest, unless the time ends on a weekend or a holiday, and they must bring you before a judge the first day court is in session.

12. If you do not have the money to hire an attorney, immediately ask the police to get you an attorney without charge.

13. If you have the money to hire a private attorney, but do not know of one, call the National Lawyers’ Guild or the Multnomah Bar Association (or the bar association of your county) and ask them to furnish you with the name of an attorney who practices criminal law

## ACLU

- The American Civil Liberties Union has created online resources
  - Function similarly to the Pocket Lawyer
  - Include protest rights in addition to rights with police officers
  - Includes positive (what you can do) and negative (what you can’t do) rights

### Teaching Goals:

- Communicate importance of the protests in Portland/power of protests
- Connection between BPP and BLM goals/missions
- Placing current events (2020 onward) within the context of Portland history
- Understanding significant Portland-specific factors and events

## Introducing the activity (2-3 minutes)

Tell your students something like:

*We have seen some examples of how protesters use rhymes and call-and-response repetition to help them remember and enforce important things. For this next activity, we are going to practice doing that ourselves using some basic facts and rules of police interaction from the ACLU.*

Divide the class into five numbered groups, and give each of them one of the small paragraphs listed below. Tell them:

*You will have ten minutes to work as a group to learn your section, then come up with a short couplet (set of two rhyming sentences/lines of poetry) that summarizes the most important parts and helps you remember it. When the ten minutes are up, each group will be responsible for teaching their fact to the class, then leading us all in a call-and-response using your rhyme.*

## The Five facts/rules (10 minutes)

### **1. On Questions**

You have the right to remain silent. For example, you do not have to answer any questions about where you are going, where you are traveling from, what you are doing, or where you live. If you wish to exercise your right to remain silent, say so out loud. (In some states, you may be required to provide your name if asked to identify yourself, and an officer may arrest you for refusing to do so.)

### **2. On Searches**

You do not have to consent to a search of yourself or your belongings, but police may pat down your clothing if they suspect a weapon. Note that refusing consent may not stop the officer from carrying out the search against your will, but making a timely objection before or during the search can help preserve your rights in any later legal proceeding.

### **3. On Recording**

You have the right to observe and record police actions that are plainly visible in public spaces, as long as you do not interfere with what the officers are doing and do not stand close enough to obstruct their movements. Police officers may not confiscate or demand to view your photographs or video without a warrant, and they may not delete your photographs or video under any circumstances. Be aware that some officers may order you to stop then arrest you for refusing to comply, even though their orders are illegal.

#### **4. On Protests**

Your right to protest is strongest in what are known as “traditional public forums,” such as streets, sidewalks, and parks. You also likely have the right to speak out on other public property, like plazas in front of government buildings, as long as you are not blocking access to the government building or interfering with other purposes the property was designed for. Private property owners can set rules for speech on their property. The government may not restrict your speech if it is taking place on your own property or with the consent of the property owner.

#### **5. On The Police At Your Door**

You should not invite the officer into your house. Talk with the officers through the door and ask them to show you identification. You do not have to let them in unless they can show you a warrant signed by a judicial officer that lists your address as a place to be searched or that has your name on it as the subject of an arrest warrant.

Notes for the teacher:

If students are having trouble coming up with a rhyme, let them know that alliterations or imperfect rhymes are fine, and that they can be creative! The important part is that their phrase is memorable, short, and informative

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### **Debrief and Discuss**

(10 minutes)

Once everyone has shared their fact and done their call-and-response, prompt your students to discuss their feelings on the activity as a group. Here are some good conversation starters:

- Was there anything new you learned about your rights or police rights? How did the new information make you feel?
- How did you feel about working together to write something? Was it easier or harder than writing on your own?
- Do you think writing and chanting your facts will help you remember them better? Why or why not?
- Did chanting as a class change the way you felt about your facts in the moment at all? In what way?

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