



Ethnic Studies Lesson 4P: African American Black Power Movement

TOPIC:

AFRICAN AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

1. Identity
2. History and Movement
4. Social Movements and Equity

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):
Reading—Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):
History-Social Science Content Standards—(Grades 9-12)

Analyze the origins, goals, leadership, and tactics of various civil rights movements, including those of Native Americans, Asian Americans, and Latinos. (11.10)

Evaluate the impact of social movements and reforms on changing societal norms and policies.
(11.11)

Analyze the impact of landmark Supreme Court cases and legislation, such as *Brown v. Board of Education* and the Civil Rights Act of 1964, on the advancement of civil rights and liberties.
(12.5)

Lesson Purpose

Students will research the people, places, and events of the Black Power movement in order to understand the movement's views on resistance, violence, and morality. Students will also compare and contrast this movement to other early civil rights movements.

Essential Questions

What were the views of the Black Power movement on resistance, violence, and morality? What were some of this movement's legacies, and how did it compare to earlier civil rights movements?

How has life changed for African Americans over the last 250 years?

Materials

[Biography: The Life of Malcolm X](#)

[Worksheet for 4O](#)

[National Archives: The Black Panther Party](#)

[New York Historical Society: Angela Davis: Resisting the System](#)

[National Archives: The Student Nonviolent Coordinating Committee \(SNCC\)](#)

[National Archives: Black Power](#)

[National Archives: The Nation of Islam](#)

[National Archives: Women in Black Power](#)

[Unit 4 KWL Chart](#)

Vocabulary

Malcolm X	The Student Nonviolent	Black Panthers
Afrocentricity	Coordinating Committee	Black pride
	Nation of Islam	

Lesson Steps

Step 1:

- As a class, ask students what they know about Malcolm X and relate that to the previous lesson's homework. To review, have students watch [Biography: The Life of Malcolm X](#). While students are

watching the video, have students take notes on his views on violence, activism, morality (religion), and legacy. When the video is complete, as a class, have students help fill in the shared class [Worksheet for 4Q](#) that was used in the previous lesson. Have students remark on the similarities and differences between Malcolm X's views and those of Martin Luther King Jr.

Step 2:

- Let students know that Malcolm X was just part of a larger Black Power movement from the late 1960s and early 1970s. Ask students why some African Americans might have been impatient with the pace of civil rights changes for African Americans. What might that frustration look like?
- Let students know they will be working in the same pairs as in the previous lesson in order to continue their research comparing and contrasting the early civil rights movement with the Black Power movement. Students can use as many of the following resources as they can within the time allotted. They should be careful to cite their sources on their pair worksheet. Have students investigate these resources:
 - [National Archives: The Black Panther Party](#) (Students should choose at least two videos or other resources from the catalog links at the bottom of the page.)
 - [New York Historical Society: Angela Davis: Resisting the System](#) (video 2 minutes, 3 seconds)
 - [National Archives: The Student Nonviolent Coordinating Committee \(SNCC\)](#)
 - [National Archives: Black Power](#)
 - [National Archives: The Nation of Islam](#)
 - [National Archives: Women in Black Power](#)
- When students have completed their research, have them join another pair and share their notes.

Step 3:

- As a class, ask students what they found out in their research about the legacy of Black Power. Have students watch [PBS: African American History Since the Civil Rights: Black Is Beautiful: Afrocentricity](#) (video 4 minutes, 42 seconds) and [PBS: African American History Since the Civil War: Black Power: Demanding a Brilliant Future](#) (video 5 minutes, 17 seconds). As students watch, have them add notes to their outline for the legacies of the Black Power movement. As a class, ask students to share some of the notes that were added to their legacy notes.

Step 4:

- As a class, ask students this lesson's questions, "What were the views of the Black Power movement on resistance, violence, and morality? What were some of this movement's legacies, and how did it compare to earlier civil rights movements?" Also, ask students this unit's question, "How have the lives of African Americans changed over the last 250 years?" Make notes of what was learned on this unit's KWL chart.

Essential Question Assessment, Application, Action, and Reflection

As time allows, and for homework, have students write an essay that compares and contrasts the civil rights movement of the early 1960s to the Black Power movement using their Google worksheet notes. Teachers may want to provide a rubric, and students should be careful to cite their sources.

Additional Readings and Resources

Coleman, Kate, and Paul Avery. "The Party's Over." *New Times*, July 10, 1978, 23-47.

Myers, Peter C. "Black Power." Bill of Rights Institute. <https://billofrightsinstitute.org/essays/black-power>

Rojas, Fabio. *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline*. Johns Hopkins University Press, 2007.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

After reading the lesson materials, add evidence to the appropriate section in order to create a compare-and-contrast essay after Lesson 40. Cite your sources carefully.

- COMPARATIVE CULTURES ETHNIC STUDIES

Ethnic Studies 4A: KWL Chart

KNOW	WONDER	LEARNED
<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>