



The Birth of the Black Panthers: Policing the Police

(Black Studies, 9th-12th, Social Movements)

Purpose (What will students learn from this lesson?): The students will understand the purposes of the Black Panther Party for Self Defense and how they organized against white supremacy especially in the form of police violence.

Unit Enduring Understandings Alignment:

- We understand and critique the relationship between white supremacy, racism, anti-Blackness, anti-Indigeneity, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, ageism, anthropocentrism, and other forms of power and oppression.
 - The root causes of systemic police violence against Black people is white supremacy and colonialism.

Lesson Guiding Questions:

- Why did the Black Panther Party for Self Defense Form?
- How do marginalized groups fight for change?

Essential Skills:

- Students will read, write, research (online and in the National Archives).
- Students will speak and listen through discussion and analysis of historical images, film, and online images.
- Students will activate their experiential knowledge and actions they want to take to

fight oppression, especially police violence and the carceral state.

Cultural Wealth (Yosso, p. 78):

- Students will activate their familial capital by describing the ways their families stay safe and happy in the face of white supremacy and the carceral state.
- Students will activate their resistant capital through analysis of the foundations of the Black Panther Party and how this knowledge activates questions and actions in their classroom, school, and community.

Ethnic Studies Principles Alignment:

- 4. Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.
- 6. Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.

Standards Alignment:

- **CCSS SL 6-12 Anchor Standards, 1, 2, & 5**
- **CCSS Language 6-12 Anchor Standard 6**

Materials:

<ul style="list-style-type: none">● Slide deck● Copies of graphic organizers (linked in lesson plan)● Internet access● Computers for students to do research	
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Modifications, Accommodations, Resources for Multilingual Students :

<ul style="list-style-type: none">● Modify the slidedeck to respond to the needs of your classroom. Add photos and examples that are familiar to your students and that will be responsive to your students.● Have bilingual students sit next to monolingual students to translate	
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as needed.	
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Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
white supremacy	the belief that white people are inherently superior and represent the dominant race. It is an operationalized form of racism that manifests globally, institutionally, and through systems of power.	Students can watch this video for an introduction to white supremacy by Toni Morrison.
colonialism	a practice of domination whereby one country seizes control over another country or territory and its people via force, exploitation, and/or political control.	Work with students to develop a personal dictionary of terms utilizing this 4 corners vocabulary template .
carceral society	refers to the spreading of techniques for regulating human behavior and surveillance processes typical of modern prisons throughout society as a whole.	Work with students to develop a personal dictionary of terms utilizing this 4 corners vocabulary template .
defund the police	In the United States, "defund the police" is a slogan that supports removing funds from police departments and reallocating them to non-policing forms of public safety and community support, such as social services, youth services, housing, education, healthcare and other community resources.	Work with students to develop a personal dictionary of terms utilizing this 4 corners vocabulary template .

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: Safety: What makes me and my family feel safe and happy?

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement Customize your land acknowledgement and slide based on the location of your school. Find what Native Land you occupy at native-land.ca Consider adding a short video authored by the native people of the land you occupy. Share your Land Acknowledgement from your heart.	5 minutes
Step 2	Ancestor Acknowledgement: Bobby Hutton. Share the slide and information and then show the video. Bobby Hutton was born on April 21, 1950 in Jefferson County, AR. Bobby Hutton's family moved to Oakland, CA during the second Great Migration after being threatened in Arkansas. He met Huey Newton & Bobby Seale at the North Oakland Anti-Poverty Center. Bobby Hutton was the first recruit to joining the Black Panther Party when he was 16. He was the treasurer of the Black Panther Party. Two days after the Assassination of MLK, JR. on April 6, 1968 during a confrontation with police, Bobby Hutton was shot multiple times with his hands up. 1500 people attended Bobby Hutton's funeral on April 12th followed by a rally of 2000+ people at the Alameda County Courthouse against police brutality against Black people.	10 minutes
Step 3	Cultural Energizer: Direct students to think about what makes them and their family feel safe. Students can do this in a variety of ways. They can write individually, write their ideas on post-its and post them. Volunteers can share their ideas and the teacher can organize them into categories that reveal patterns and concepts.	5-7 minutes

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: Document Analysis, video "The Birth of the Black Panthers" Viewing & Analysis

Description: In this portion of the lesson students will engage

STEP	DESCRIPTION	TIME
Step 1	Students fill out the anticipatory guide on policing. Explain that this is a way to get students thinking about the lesson topic and related issues.	10 minutes
Step 2	Introduce the graphic organizer, <i>What's the issue?</i> Explain that you will be showing students an image and they will be describing it, explaining the meaning of it, who the intended audience is and that the larger issues are that the image is conveying. Provide each student with a copy for document analysis of images. Preview the images and ask students to share their ideas about each image but to not write anything down yet.	15 minutes
Step 3	Divide students into 7 groups (one group per image) and students research each of the 7 documents and their issues, filling out their row on the chart.	15-20 minutes
Step 4	Each group presents what they learned about their image and classmates complete their charts as they listen to each presentation.	30 minutes
Step 5	Briefly introduce the film " Birth of the Black Panthers " and the notetaking instructions and force copy of the notetaking sheet . Direct the students to share: What images appear in this video clip? It is ok to make a list, you do not have to have complete sentences.	3-5 minutes
Step 6	Show the " Birth of the Black Panthers " video, first without sound.	3 minutes
Step 7	Give directions for the notetaking sheet for the second viewing of the video " The Birth of the Black Panthers " with audio. Direct students to <i>Think about...</i> How does Black history show up in my life and my experience? <ul style="list-style-type: none"> ● How have Black people and Black history shaped the United States? ● How do we know what we know about Black history? ● How do the enduring struggles for progress throughout Black history connect to other social movements historically and today? ● How can I take action for racial justice? 	

Step 8	As the students watch the video, they should fill out the Main Ideas (The What?) and Key Details (details that support the main ideas) sections of the notetaking sheet .	
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C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): Video viewing & Image Creation

Description:

In this portion of the lesson the students will make sense of the video “The Birth of the Black Panthers” and how it connects to their life and what questions or actions follow for them. Students will gather in groups to create an image and text that they can post in their school and community.

STEP	DESCRIPTION	TIME
Step 1	After viewing the video students fill out the On My Own section where students answer “So what?” about the video and how it connects to their life?	3-5 minutes
Step 2	Ask volunteers to share their “So what?” ideas, and connections to their lives.	3-5 minutes
Step 3	Direct volunteers to share how the lesson sparks them to ask questions, what they want to know more about, and what actions they want to take: Now what?	3-5 minutes
Step 4	Students share their ideas about “Now what?” Chart the ideas so everyone can see them. Narrow the list to about 7 best ideas. Ask the students to choose one of the ideas and form them into groups.	5-7 minutes
Step 5	Each group should narrow their idea into a simple question, statement, or word that best conveys their response to the <i>Birth of the Black Panthers</i> against police violence. Check with groups asking them lesson guiding questions to help them narrow and crystalize their idea.	20 minutes

Step 6	Next, students can choose an image that best portrays their message. Depending on your classroom resources, they can use their own photos, art, National Archives Images , or Creative Commons images .	20 minutes
Step 7	Students can create prints of their images to post in the classroom, school, community and online through social media. Students can create a campaign for their ideas as well.	

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?	Students will share their images and explain the message they are trying to convey and why. This can be done in group presentation format, a gallery walk, or other digital means, like a Tik Tok or other video format.
Assessment: How will the students be assessed?	Student graphic organizers, presentations, and their group image will be assessed for understanding of lesson vocabulary and concepts.
Evaluation: How will the effectiveness of this lesson plan be evaluated?	Design a rubric that fits the key objectives and goals that are the focus of our subject matter. Here is a rubric template that can be modified for evaluative purposes.

RESOURCES AND NOTES

<ul style="list-style-type: none"> ● Worksheets and Handouts: Birth of Black Panthers Anticipatory Guide Birth of the Black Panthers What's the issue? Graphic Organizer Birth of the Black Panthers Video Notes (first viewing) Birth of the Black Panthers Video Note Taking (second viewing)

- **The Murder and Legacy of Bobby Hutton:**
<https://www.youtube.com/watch?v=l13FYpRuqTI>
- **The Killing of Bobby Hutton:**
<https://www.npr.org/2018/04/06/600055767/bobby-hutton-the-killing-that-catalyzed-the-black-panthers-to-fame>
- **“The Birth of the Black Panthers” video:**
<https://blackhistoryintwominutes.com/the-birth-of-the-black-panthers/>
- **The National Archives - Black Panther Party Collection:**
<https://www.archives.gov/research/african-americans/black-power/black-panthers>
- **Creative Commons Image Search** <https://search.creativecommons.org/>

Include Links to Background Information, Project Instructions, Tests, Handouts, Worksheets, and Images.

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