

RACING TO CHANGE:

Oregon's Civil Rights Years

High School Unit

Lesson Three



THE OREGON
HISTORICAL
SOCIETY
FOUNDED 1898



A collaboration between the Oregon Historical Society and Oregon Black Pioneers

Developed by Emilie Krutzik and Zachary Stocks

Lesson 3

Portland's Black Panther Party

Overview	Students will learn about the Portland chapter of the Black Panther Party and the ways they supported their community. Students will read through the Panthers' Ten-Point Program to understand their perspective on civil rights issues and make connections to today.								
Essential Question(s)	How did Black Oregonians use their collective power to make change occur during the Civil Rights era? How impactful were these changes?								
Delivery Time	One 60 minute class period								
Academic Vocabulary Note: These words show up in the Black Panthers' Ten-Point Program. Students may need definitions to help their reading comprehension.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 30%;">Word</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Civil Rights</td> <td>The rights that every person should have, such as being treated fairly by the law</td> </tr> <tr> <td>Decadent</td> <td>To be in the process of decay</td> </tr> <tr> <td>Impartial</td> <td>Not involved in a particular situation, and therefore able to give a fair opinion</td> </tr> </tbody> </table>	Word	Definition	Civil Rights	The rights that every person should have, such as being treated fairly by the law	Decadent	To be in the process of decay	Impartial	Not involved in a particular situation, and therefore able to give a fair opinion
Word	Definition								
Civil Rights	The rights that every person should have, such as being treated fairly by the law								
Decadent	To be in the process of decay								
Impartial	Not involved in a particular situation, and therefore able to give a fair opinion								
Lesson Specific Vocabulary Note: These are terms that need to be explicitly defined with students before or during the lesson.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 30%;">Word</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Militant</td> <td>The belief that nonviolent protests could not truly liberate Black Americans or give them power over their own lives. Being ready to protect oneself if necessary</td> </tr> </tbody> </table>	Word	Definition	Militant	The belief that nonviolent protests could not truly liberate Black Americans or give them power over their own lives. Being ready to protect oneself if necessary				
Word	Definition								
Militant	The belief that nonviolent protests could not truly liberate Black Americans or give them power over their own lives. Being ready to protect oneself if necessary								



<p>Materials Needed</p>	<ul style="list-style-type: none"> • Two Column Notes Template (may also have students use notebooks or binders) • Racing to Change Lesson Closure Worksheet (digital or paper copies for each student) • Black Panther Party Ten-Point Program Text (paper copies are recommended so students can highlight and underline) • Ten-Point Program Analysis Questions (digital or paper copies for each student) • Streaming access to the OPB documentary “Lift Ev’ry Voice” • Lesson 3 Slide Deck (for presenting) • Answer Keys • Oregon Black Pioneers’ Racing to Change Online Exhibit (students will need access to the link) • Highlighters (1 per student)
<p>Background Information for Educators</p>	<ul style="list-style-type: none"> • Read the Oregon Encyclopedia entry “Black Panthers in Portland” • “Sting Like a Bee”: Kent Ford and the Portland Black Panthers is an oral history video from Vanport Mosaic. It’s a short interview with Kent Ford and has great photographs of the Black Panther Party.
<p>Step by Step Instructions</p>	<ol style="list-style-type: none"> 1. Warm Up: <ul style="list-style-type: none"> • Show students the protest photo on slide 2 of the Lesson 3 Slide Deck. • Give students a few minutes to observe the photo and think about the following questions: <ul style="list-style-type: none"> ■ What do you see in the photo? ■ What do the signs say? ■ What expressions are on people’s faces? • Have students turn and talk with a partner about their observations. • Call on a few students to share their answers. 2. Talking Point: <ul style="list-style-type: none"> • <i>This photo is from a march calling for police reform. The person at the front of the march is holding a sign mentioning the Panthers. Today we will continue to answer our essential questions “How did Black Oregonians use their collective power to make change occur during the Civil Rights era? How impactful were these changes?” by looking at the Portland chapter of</i>



the Black Panther Party.

3. Racing to Change Exhibit:

- Have students set up their two column notes or use the [Two Column Notes Template](#). In the left column, students will write down questions and reactions to the exhibit/images, connections they make to other historical events, and inferences/predictions. In the right column, students will focus on the information presented in the exhibit. They should write down groups and organizations mentioned, change actions they read about, and summarize the section.
- Assign students to read the “Black Panther Party for Self Defense” section in the [Racing to Change Online Exhibit](#). Give independent work time for students to read and take notes.
- Tell students to turn and talk with a partner about what they wrote down in the left column of their notes.
- Lead a class discussion about questions/reactions, connections to other events, inferences/predictions.
 - Some students may be surprised that Portland had a chapter or that Eugene actually had the first chapter in the state.
 - If no one brings it up, mention that the party is described as “militant.”
- Pause for a moment and discuss/define the use of the word “militant”
 - Ask students: What words/images/ideas come to mind with this word? Students will likely bring up responses like “military” or “violence.”
 - Share the lesson definition of the word “militant.”
 - Ask students: Why would some members of the Black community feel the need to shift their fight for racial justice in a militant direction?
 - Possible reasons: assassinations of prominent Black/progressive White leaders like MLK and JFK, exercising 1st Amendment rights, fed up with the pace of peaceful non-violence.

4. The Black Panther Party’s Ten-Point Plan First Read:

- Hand out copies of [Black Panther Party Ten-Point](#)



[Program Analysis Questions](#) and the [Black Panther Party Ten-Point Program Text](#) to each student.

- Go through the directions. Students will be reading through the ten points two times. The first time, students will use their highlighter to pick out words/phrases that stand out to them. They will also answer the first question for each point.
- Read through the introduction and go through the first point together as a class. Ask students what words stand out to them and why.
- Complete **question one** for point one as a class. Model for students highlighting/underlining key words in the text and writing down why they highlighted those words. Use the [answer key](#) to guide you.
- Give students work time to complete the rest. Students can work alone or in pairs.
- Get ready to have a brief class discussion about the words and phrases students picked out. Rather than going point by point, focus the discussion on overall patterns and tone. Ask students:
 - What words were repeated throughout the text?
 - What other patterns or similarities did you notice?
 - What is the overall tone of the Ten-Point Program?
- Have students turn and talk with a partner before starting the class discussion.
- Class discussion on the questions. If no students mention it, be sure to bring up that Point 10 quotes the Declaration of Independence.

5. The Black Panther Party's 10 Point Plan Second Read:

- Review the instructions for the second reading. Students will now answer **questions 2 and 3** to identify the specific issues outlined in the point and think about what the point reveals about life for Black Americans/Oregonians in the 1960s and 1970s.
- Give students work time to complete the rest. Students can work alone or in pairs.

6. Group Share:

- Split students into at least 10 groups (one for each point). Have the groups get together and discuss their answers for questions 2 and 3.



- Groups share out to the class. Option: have groups number off and randomly pick a number that will be responsible for sharing the group's ideas.
- Fill out a class copy of the [Black Panther Party Ten-Point Program Analysis Questions](#) as groups share out.

7. Survival Programs:

- Prepare students to watch a clip about the start of the Portland chapter of the Black Panthers, its various programs, and how the community reacted to the group. Ask students to think about the following questions as they watch the ten minute clip:
 - What did the Portland Black Panthers accomplish?
 - How do their actions connect back to the Ten-Point Program?
- Watch a portion of the documentary "[Lift Ev'ry Voice](#)" (minute 37:48 – 47:00, set up in [slide 13](#)).
- After the video, show the students the same questions and give them a minute to reflect on the clip.
- Have students share with a partner.
- Have a class discussion.
 - Note: Make sure students mention the BPP free breakfast program spurred PPS to also have a breakfast program. It's not mentioned in the video, but also tell students the free dental clinic's legacy continues with the OHSU dental clinic offering low-cost care.

8. Completing Racing to Change Closure Worksheet:

- Pass out a new copy of the [Racing to Change Lesson Closure Worksheet](#) or have students take out their [Packet](#).
- Tell students we only looked at one organization today- Portland's Black Panther Party.
- Brainstorm with the class all of the survival programs the Black Panther Party ran. Use the [answer key](#) as a guide.
- Have students discuss and fill out the last two columns with a partner.
- Create a class exemplar by asking students to share what they wrote down. Remind students that they don't have to have exactly the same things written down, but can add new ideas they like.



	<p>9. End of Class Reflection and Discussion:</p> <ul style="list-style-type: none"> • Give students time to fill out the three reflection questions on the last page of the Black Panther Party Ten-Point Program Analysis Questions worksheet. • Have students stand and find a partner to share their reflection. You can have them share their responses to all three questions with one person or have them share one response to three different classmates. • Listen in on student conversations and decide which reflection question students are most interested in/have the most to talk about. • Have a quick class discussion about the reflection question you identified as students were sharing with partners.
<p>Formative Assessments</p>	<p>Have students turn in just their reflection questions from the last page of Black Panther Party Ten-Point Program Analysis Questions worksheet. Check over responses for student understanding and connections to the present.</p>
<p>Teacher Notes</p>	<p>Point 10 of the Ten-Point Program quotes the beginning of the Declaration of Independence.</p>
<p>Support for All Students</p>	<ul style="list-style-type: none"> • Have students jigsaw the Ten-Point Program and share summaries with each other. • Supply students with a word bank to help identify the specific issues in the Ten-Point Program.
<p>Extensions</p>	<ul style="list-style-type: none"> • To go further in depth about the Black Panther Party, check out The Black Power Movement primary source set from the Digital Public Library of America. • Explore how the policy platform for the Movement for Black Lives Matter continues the ideas from the Ten-Point Program. This quiz from PBS’s Independent Lens gives quotes to compare how the two groups are similar and different. • Eugene actually had the first Black Panther chapter in Oregon. Learn more about them by visiting the University of Oregon Museum of Natural and Cultural History and their Racing to Change online exhibit.



**Oregon Social
Science Standards
Integrated with Ethnic
Studies**

The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.

Civics and Government

HS.2 Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.

HS.3 Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for the expansion and protection of civil rights.

HS.9 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.

HS.11. Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.

Geography

HS.41 Analyze migration patterns to understand the relationships among major events, government policies, private action, and spatial diffusion of ideas, technologies, and cultural practices, in the distribution of human populations, segregation of communities, and marginalization and empowerment of individuals and groups.

HS.42 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

HS.50 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.

HS.51 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

Historical Knowledge

HS.52 Evaluate continuity and change over the course of world and United States history.

HS.53 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.

HS.60 Analyze and explain the historic and contemporary examples of social and political conflicts and compromises including the actions of traditionally marginalized individuals and groups addressing inequities, inequality, power, and justice in the U.S. and the world.



HS.62 Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.

HS.65 Identify and explain strategies of survivance, resistance and societal change by individuals

and traditionally marginalized groups confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender.

HS.66 Identify and analyze the nature of structural and systemic oppression on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and their role in the pursuit of justice and equality in Oregon, the United States, and the world.

Historical Thinking

HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.

HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.

HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.

Social Science Analysis

HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.

HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.

HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.

HS.78 Identify and critique how implicit bias, institutional racism,



	<p>racial supremacy, privilege, intersectionality, and identity, influence perspectives in the understanding of history and contemporary events.</p>
<p>Holocaust and Other Genocides Learning Concepts:</p>	<p>(d) Stimulate students’ reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration.</p> <p>(f) Enable students to understand the ramifications of prejudice, racism and stereotyping.</p> <p>(h) Provide students with a foundation for examining the history of discrimination in this state.</p>

