

# RACING TO CHANGE:

## *Oregon's Civil Rights Years*

### Middle 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

| <b>Overview</b>  | Students will learn about the Portland chapter of the Black Panther Party and the ways they supported their community. Students will read a portion of the Panthers' Ten-Point Program to understand their perspective on civil rights issues and connect the Ten-Point Program to primary sources.  |      |            |              |   |
|--|--|------|------------|--------------|---|
| <b>Essential Question(s)</b>   | How did Black Oregonians use their collective power to make change occur during the Civil Rights era?<br><br>How impactful were these changes?   |      |            |              |   |
| <b>Delivery Time</b>   | One 60 minute class period   |      |            |              |   |
| <b>Academic Vocabulary</b><br><br>Note: Make sure that students are familiar with these words before you start the lesson.                   | <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> </tbody> </table>  | Word | Definition | Civil Rights | The rights that every person should have, such as being treated fairly by the law   |
| Word   | Definition   |      |            |              |   |
| Civil Rights   | The rights that every person should have, such as being treated fairly by the law  |      |            |              |   |
| <b>Lesson Specific Vocabulary</b><br><br>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  |      |            |              |   |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"> <li>• <a href="#">Two Column Notes Template</a> (may also have students use notebooks or binders)</li> <li>• <a href="#">Racing to Change Lesson Closure Worksheet</a> (digital or paper copies for each student- NOT needed if using <a href="#">Lesson Closure Packet</a>)</li> <li>• <a href="#">Black Panther Party Ten-Point Program Text</a> (digital or paper copies for each student)</li> <li>• Streaming access to the OPB documentary "<a href="#">Lift Ev'ry Voice</a>"</li> <li>• <a href="#">Lesson 3 Slide Deck</a> (for presenting)</li> <li>• <a href="#">Answer Keys</a></li> </ul> |      |            |              |   |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• <a href="#">Oregon Black Pioneers' Racing to Change Online Exhibit</a> (students will need access to the link)</li> </ul>  |
| <p><b>Background Information for Educators</b></p> | <ul style="list-style-type: none"> <li>• Read the Oregon Encyclopedia entry "<a href="#">Black Panthers in Portland</a>"</li> <li>• "<a href="#">Sting Like a Bee</a>": <a href="#">Kent Ford and the Portland Black Panthers</a> 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.</li> </ul>  |
| <p><b>Step by Step Instructions</b></p>            | <ol style="list-style-type: none"> <li>1. Warm Up: <ul style="list-style-type: none"> <li>• Show students the iconic image of Black Panther founder Huey Newton on <a href="#">slide 2</a>.</li> <li>• Ask students to observe the photo. What do they notice about the image? What do they wonder?</li> <li>• Have students turn and talk with a partner about their observations.</li> <li>• Class discussion. Call on students to share their noticings and wonderings. Students will likely be curious about the gun, spear, and the objects in the background.</li> <li>• Share the image description with students: A poster of Huey Newton sitting in a rattan throne chair wearing a beret and a black leather jacket while holding a shotgun in his right hand and a spear in his left hand. Leaning against the wall on either side of the chair is a leaf-shaped, Zulu style shield with designs of horizontal line markings across the front. Beneath the chair is a zebra print rug. Along the bottom of the print is the text [The racist dog policemen must withdraw immediately from our communities, cease their wanton murder and brutality and torture of black people, or face the wrath of the armed people].</li> </ul> </li> <li>2. Talking Point: <ul style="list-style-type: none"> <li>• <i>This image is a famous photo from a Black civil rights group called the Black 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</i></li> </ul> </li> </ol> |



*Portland chapter of 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.
- Have 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.”

4. Vocabulary- Defining 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?
- Tell them that they will watch a video clip about the Portland Black Panthers to help them answer this question.
- Watch a clip from the OPB documentary [“Lift Ev’ry Voice”](#) from minute 37:48 – 47:00 (set up in the



[Lesson 3 Slide Deck](#)). This clip gives background on the start of the Black Panther Party in Portland, its various programs, and how the community reacted.

- Have a class discussion about why some members of the Black community felt the need to shift their fight for racial justice in a militant direction.
  - Possible reasons: assassinations of prominent Black/progressive and White leaders like MLK and JFK, exercising 1st Amendment rights, fed up with the pace of peaceful non-violence, negative interactions with the police in Portland.

5. Understanding the Black Panthers' Ten-Point Program:

- Pass out copies of the [Black Panther Party Ten-Point Program Text](#) to each student.
- Go through the introduction and directions with students. They will be working with partners so they can build ideas off of each other.
- Read through Point 1 together and have a class discussion on what it means to “determine the destiny of our Black community.”
  - Possible answers: make decisions for themselves and their community, have political power. Also refer to the [answer key](#).
- Let partners read through and answer the rest of the questions.
- Optional: if time allows, have a discussion on how the points connect to today.

6. Connecting Primary Sources to the Ten-Point Program:

- Students will now use their knowledge of the Black Panthers' Ten-Point Program to connect the beliefs to actions taken by the Portland Black Panther Party.
- Show the flyer on [slide 10](#). Ask students the Observation Questions:
  - What are 3 key words/phrases?
  - What message is the document sending to Black Portlanders?
- Give students time to read the document. If they have trouble reading the text, share it with them: “McDonald’s does not support the FREE BREAKFAST FOR SCHOOL



CHILDREN PROGRAMS or Malcom X Dental Clinic or Fred Hampton People’s Clinic McDonald’s is used as a base area for PIG attacks on the BLACK COMMUNITY!! BOYCOTT!!”

- Have students turn and talk with a partner about what they observe.
- Have a quick class discussion on students’ ideas.
  - Possible Answers: the flyer is telling the Black community that they shouldn’t support businesses that don’t support the community.
- Ask students: “Which of the Ten Points relate to this document? Explain your thinking.”
- Give students think time, then have them turn and talk with a partner.
- Class discussion. Call on a student to share their thoughts and then ask if anyone connected the primary source to a different program point. For this source, an argument could be made for points 1, 6, 7, and 10.
- Follow the same process with the primary sources on [slides 11, 12, and 13](#).
  - Photo of People’s Free Health Clinic relates the most to Point 6 but also connects to Point 1.
  - Demonstration Photo relates the most to Point 7 but also connects to Points 1 and 10.
  - Breakfast Program Photo relates the most to Point 10 but also connects to Point 1.

7. Completing Racing to Change Closure Worksheet:

- Pass out another copy of [Racing to Change Lesson Closure Worksheet](#) or have students take out their [Lesson Closure 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 ideas they like.



|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Make sure students mention the breakfast program spurred PPS to also have a breakfast program. It's not mentioned elsewhere in the lesson, but the free dental clinic's legacy continues with the OHSU dental clinic, offering low-cost care.</li> </ul> <p>8. End of Class Reflection and Discussion:</p> <ul style="list-style-type: none"> <li>• Have students complete a 3-2-1 exit ticket by answering the following prompts: <ul style="list-style-type: none"> <li>▪ 3 things you learned about the Black Panther Party</li> <li>▪ 2 connections to the present</li> <li>▪ 1 thing that seems to be different about how the Black Panthers view the fight for civil rights compared to other groups we've studied</li> </ul> </li> <li>• 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.</li> <li>• Listen in on student conversations and decide which reflection question students are most interested in/have the most to talk about.</li> <li>• Have a quick class discussion about the reflection question you identified as students were sharing with partners.</li> </ul> |
| <p><b>Formative Assessments</b></p>    | <ul style="list-style-type: none"> <li>• Collect the <a href="#">Racing to Change Lesson Closure Worksheet</a> as a formative assessment for understanding. Note that students will need it back for the end of unit assessment.</li> <li>• Have students turn in their exit ticket. Check over responses for student understanding of the lesson.</li> </ul>   |
| <p><b>Teacher Notes</b></p>            | <p>The Black Panthers' Ten-Point Program quoted in this lesson is from 1972. In the original program from 1966, Point 6 was "We want all Black men to be exempt from military service." This was updated later to "We want completely free health care for all Black and oppressed people."</p>   |
| <p><b>Support for All Students</b></p> | <ul style="list-style-type: none"> <li>• Have students jigsaw the Ten-Point Program and share summaries with each other.</li> <li>• Provide students with sentence stems to help all students</li> </ul>  |



|  |   |
|--|---|
|  | <p>participate in the class discussions on connecting primary sources to the Ten-Point Plan:</p> <ul style="list-style-type: none"> <li>■ What caught my attention was...</li> <li>■ I noticed... I wondered...</li> <li>■ I think this source relates to point __ because ...</li> </ul>   |
| <p><b>Extensions</b></p>   | <ul style="list-style-type: none"> <li>• To go further in depth about the Black Panther Party, check out <a href="#">The Black Power Movement primary source set</a> from the Digital Public Library of America.</li> <li>• Explore how the <a href="#">policy platform for the Movement for Black Lives Matter</a> continues the ideas from the Ten-Point Platform. <a href="#">This quiz from PBS’s Independent Lens</a> gives quotes to compare how the two groups are similar and different.</li> <li>• 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 <a href="#">Racing to Change online exhibit</a>.</li> </ul>  |
| <p><b>Oregon Social Science Standards Integrated with Ethnic Studies</b></p> | <p><i>The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.</i></p> <p><b>6th Grade</b></p> <p><b>6.4</b> Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.</p> <p><b>6.20</b> Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.</p> <p><b>6.21</b> Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere.</p> <p><b>6.23</b> Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere.</p> <p><b>6.24</b> Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.</p> <p><b>6.27</b> Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of</p> |



possible levers of power, strategies, and potential outcomes.

**6.28** Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of these arguments.

### **7th Grade**

**7.1** Describe the role of citizens in governments.

**7.5** Identifying and analyzing historical and contemporary means societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

**7.27** Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.

**7.28** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**7.29** Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

**7.30** Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments.

### **8th Grade**

**8.6** Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.

**8.7** Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.

**8.9** Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.



|  |  |
|--|--|
|  | <p><b>8.22</b> Evaluate continuity and change over the course of United States history by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.</p> <p><b>8.27</b> Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.</p> <p><b>8.28</b> Critique and analyze historical events to recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era.</p> <p><b>8.30</b> Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.</p> <p><b>8.31</b> Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.</p> <p><b>8.32</b> Identify and analyze methods of subversion, resistance, challenge, and perseverance, within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives.</p> <p><b>8.33</b> Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history.</p> <p><b>8.36</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations.</p> |
| <p><b>Holocaust and Other Genocides Learning Concepts:</b></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>  |

