

Independent 4/3 MQP History
Component:
A Multimedia Black Panther Party
Learning Module

By Mathew Siu

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Abstract

This 4/3 MQP submission includes an irrigation system design group project as well as an individual history learning module project, satisfying Mechanical Engineering and Humanities and Arts capstone requirements, respectively.

The engineering capstone, titled “Urban Farming Project,” served project sponsor World Farmers in developing and proposing alternative irrigation methods to replace existing practices at Flats Mentor Farm (FMF). FMF is a 4-acre area of farmland currently irrigated by pumping well water to holding tanks, from which farmers must fill and carry buckets to manually water crops. Working in conjunction with representatives from FMF, the project team considered various irrigators, filtration systems, and pump designs, and on its final design iteration decided on a MegaNet sprinkler system driven by a gasoline-powered pump, using layflat line and PVC connections. The team built a small-scale prototype simulating irrigation for a 25’ by 25’ plot using a 0.5 hp pump. Insecure layflat line and slip-on PVC connections prevented the prototype from reaching the desired pressure (35 psi). Nevertheless, the irrigation system prototype demonstrated proper MegaNet sprinkler function at low pressure (6 psi). Prototype irrigation system function, despite a proportionally weaker prototyping pump, also suggests proper pump function in the full-scale design.

The humanities capstone, titled “A Multimedia Black Panther Party Learning Module,” is a 7-day United States history learning module focusing on the Black Panther Party (BPP), a Black political organization operating primarily in the United States from 1966 to 1982. The module is based on California Content Standards for 11th grade US History, with interdisciplinary potential in English and STEM. Module content was developed based on critiques of traditional educational methods, using strategies such as active learning and constructivism to help students develop unique, factually supported analyses of module content.

Assigned readings (which include philosophical, political, and purely historical readings), are balanced with music, podcasts, films, and documentaries for student engagement and accessibility. Module length may be adjusted by omitting module activities, or extended using optional materials.

History Component Introduction

Interdisciplinary (4/3) MQP components must be related to each other. The Urban Farming Project develops an irrigation system to water a four-acre plot of farmland in Lancaster, Massachusetts, while the BPP learning module studies the historical context and philosophy of 20th century Black radical activists. The two subjects seem disparate at first, but the basis for taking on each of these projects is the same. Both of these projects relate to underserved minority populations in the United States, and are rooted in principles of social justice.

The BPP history learning module uses a case study of the Black Panther Party to help students learn to analyze history from the perspective of working-class mass movements in order to have a broader, multifaceted understanding of sociopolitical change. In the module, the historical events associated with the BPP are taught in conjunction with the Party's own philosophy, which emphasizes the principle of improving the conditions of minority working-class populations, or "serving the people."

The Urban Farming Project MQP provides real material aid to populations that are similarly underserved to the working-poor African-American demographic that the BPP worked to elevate. The Urban Farming Project is sponsored by World Farmers, a non-profit organization providing farmland and training for immigrant and refugee families through its Flats Mentor Farm (FMF) program. The majority of these families are Hmong and African, minority American demographics with unique struggles due to their immigration status, race, and economic background.¹

Together, these two project components demonstrate both the theory and practice of working class minority-oriented social justice. While their subjects and content are different, they are connected by the same interest.

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Thanks to Prof. Lindsay Davis for providing sample course material, and for sharing her extensive knowledge of American social history with me.

Thanks to Kathy Chen, Shari Weaver, and Caitlin Keller for sharing resources that helped make this project possible.

¹ "About World Farmers." World Farmers. Accessed April 28, 2021. <https://www.worldfarmers.org/about/>.

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1. Literature Review

1.1 Introduction to Learning Modules

The purpose of this section is to explore and assess innovative pedagogy and course design, to better create a multimedia history learning module that avoids the limitations of traditional designs. In order to develop a learning module that encourages subjective thought and appropriate depth of understanding, this section will review critical and progressive academic literature regarding the structure and goals of module components, and the module structure itself.

A learning module is a self-contained, themed learning experience that may be integrated as a part of a larger course. Learning module components consist of: **stated learning outcomes**, a set of **educational resources** or materials used in the module, **educational strategies** to help students learn the course module material, and **assessment criteria** to track understanding.²

Learning modules are developed using backwards design, as illustrated in the diagram below:

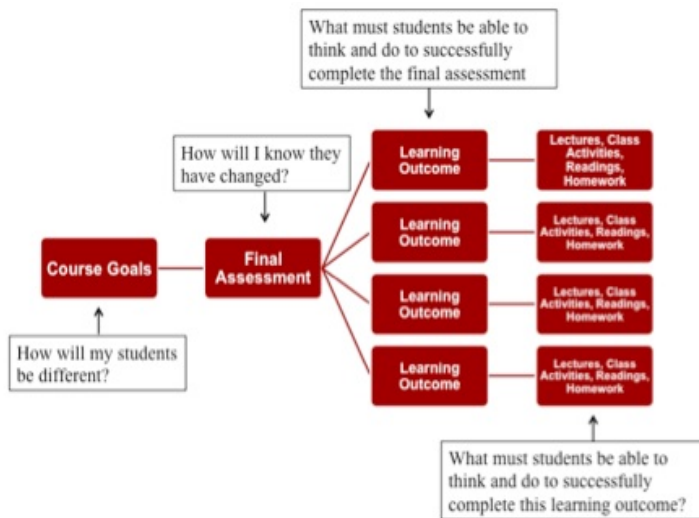


Fig. 1. Backwards Design Component Map, from WPI Online Pedagogy Workshop³

² Rufii Rufii. "Developing Module on Constructivist Learning Strategies to Promote Students' Independence and Performance." *International Journal of Education* 7, No. 1; and Amin Mirkouei. "A Pedagogical Module Framework to Improve Scaffolded Active Learning in Manufacturing Engineering Education." *Procedia Manufacturing* 5 (2016): 1128-42.

³ Keller, Caitlin. "Introduction to Instructional Design & Backwards Design." WPI Online Pedagogy Workshop. https://canvas.wpi.edu/courses/24505/pages/introduction-to-instructional-design-and-backwards-design?module_item_id=425461.

In line with backwards design, learning outcomes are the principal stage in designing a module.⁴ Learning outcomes function as concrete, measurable goals, with other course module components developed around them.⁵ In United States K-12 education, learning modules use pre-existing state content standards. In post-secondary education, module creators may develop their own based on broader university faculty outcomes, such as in Worcester Polytechnic Institute's stated learning outcomes for departments and qualifying projects, or use more specific course-related outcomes.⁶ Concrete learning outcomes are fulfilled through an observable action from the student, and the degree of learning outcome fulfillment is measurable, commonly using a set of assessments and evaluations.⁷

An important consideration for learning outcomes is the *required depth of understanding*. Hussey and Smith's "The Trouble with Learning Outcomes" points out that attempts to specify depth learning outcomes can be ineffective and may even harm student engagement. Learning outcomes often contain descriptors such as *recall* or *critique*, which call for a specific action from the student that can be performed to different levels of success. Importantly, the difficulty in reaching these outcomes varies greatly between disciplines. Some modules introduce qualifiers such as *accurately* or *comprehensively* in an effort to create more exact learning outcomes and more measurable course work, but these phrases themselves are subjective and all those in the course will not share a common understanding. Learning outcomes developed in this

⁴ Caitlin Keller. "Introduction to Instructional Design & Backwards Design." WPI Online Pedagogy Workshop. Accessed April 18, 2021.

⁵ Caitlin Keller. "Introduction to Learning Outcomes." WPI Online Pedagogy Workshop.

⁶ "History and Social Science Framework: Grades Pre-Kindergarten to 12." Malden, MA: Massachusetts Department of Elementary and Secondary Education, 2018; and "Humanities & Arts Learning Outcomes." WPI Undergraduate Studies. Accessed January 20, 2021.
<https://www.wpi.edu/academics/undergraduate/humanities-arts-requirement/learning-outcomes>.

⁷ Stephen Sweet. "Politicizing Sociology through a Bill of Rights Learning Module." *Teaching Sociology* 37, no. 2 (2009): 177-87; and Caitlin Keller. "Assessment vs. Evaluation Script." OPW Resources 2020. WPI Canvas, 2020. https://canvas.wpi.edu/courses/24505/pages/assessment-vs-evaluation?module_item_id=425464.

manner narrow the range of valid class participation, and disregard subjectivity and diverse backgrounds in students for the sake of measurable progress.⁸ As Bucciarelli and Drew state, student demographics in previously white male-dominated disciplines are diversifying, but held back by a lack of relatability or personal relevance for these new students.⁹ For these reasons, super-specific learning outcomes should be avoided and required depth should instead be set through module content itself. Learning outcomes can, however, set the foundational goals of the module that will become more specific and measurable through other module component selections.

At the learning outcome development stage, educators can start with a standardized module template, as shown below:

Measurable Verb	Object	Purpose
Develop	a list of interview questions	in order to gather requirements from stakeholders

Fig. 2. Components of Learning Outcomes, from WPI Online Pedagogy Workshop¹⁰

This template divides the learning outcome sentence into three components: a measurable verb, an object, and a purpose, and allows for measurable, clearly understood end goals for which requirements can be made more specific through later course materials such as rubrics.

Reasonably challenging and engaging courses depend on learning outcomes that encourage higher-level thinking. These levels of thought are illustrated in Bloom’s Taxonomy:

⁸ Hussey, Trevor, and Patrick Smith. “The Trouble with Learning Outcomes.” *Active Learning in Higher Education* 3, no. 3 (2002): 220-33. Accessed January 20, 2021. <https://journals.sagepub.com/doi/pdf/10.1177/1469787402003003003>

⁹ Bucciarelli, Louis, and David Drew. “Breaking Boundaries with Liberal Studies in Engineering.” DSpace@MIT. Accessed 9 March, 2021.

¹⁰ Caitlin Keller. “Introduction to Learning Outcomes.” WPI Online Pedagogy Workshop.

Bloom's Taxonomy

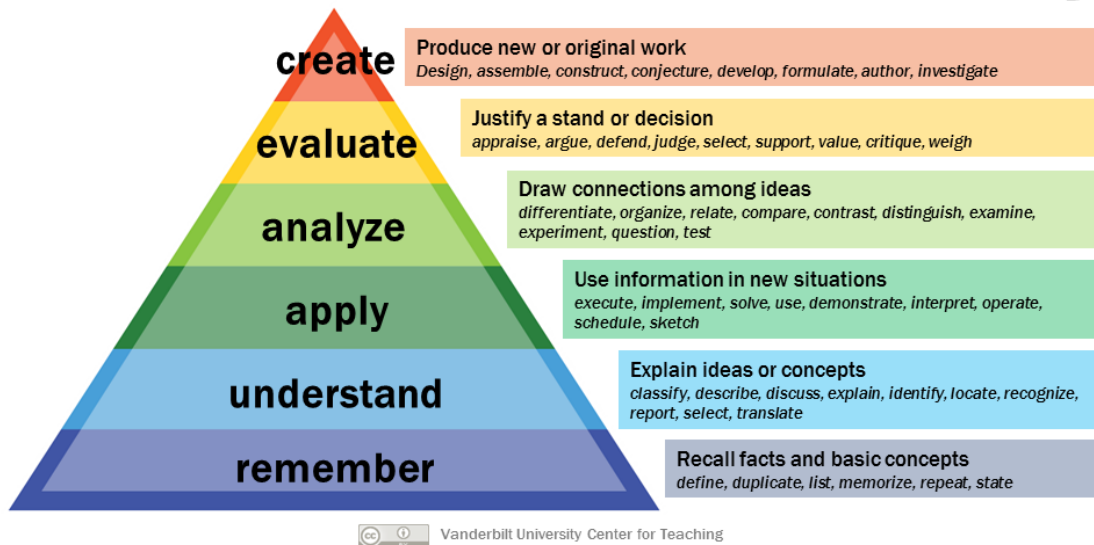


Fig. 3. 2001 Revision of Bloom's Taxonomy, by Vanderbilt University Center for Teaching.¹¹

Bloom's Taxonomy classifies demonstrations of student learning into six tiers, from basic to advanced: remembering, understanding, applying, analyzing, evaluating, and creating. Choices in learning outcomes will inform assignment and activity planning. Learning outcomes based on higher tiers of Bloom's Taxonomy generally require greater comprehension and active participation from students, which will demand innovative and engaging module resources and strategies to match.

¹¹ Patricia Armstrong. "Bloom's Taxonomy." Vanderbilt Center for Teaching, 2010. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

1.2 Educational Resources

After learning outcomes, course module planners select and develop educational resources. Here, critiques of traditional pedagogy will help develop deeper, more diverse understandings of course material in students. Hussey and Smith's claim that super-specific learning outcomes suppress subjective thought can be expanded to traditional pedagogy as a whole.

Brazilian socialist educator and critical pedagogy scholar Paulo Freire's *Pedagogy of the Oppressed* criticizes the traditional, lecture-based "banking model of education" as an educational method that creates a dialectic of educators as *subjects* and students as *objects*. Similar to a "sage on a stage," teachers dogmatically "deposit" abstract information on pre-determined topics in passive students, who are expected to know nothing, and trained to elicit expected responses in order to succeed, leading to students relying on lecturers rather than their own critical thinking.¹² To Freire, students learning in the banking model "are regarded as adaptable, manageable beings," resembling Hussey and Smith's criticism of rigid, audit-friendly course module designs.¹³ Freire, following the Marxist theory of knowledge, states that if knowledge is discovered through social practice, the banking model must be incorrect. Structurally, "sage on a stage" education not only fails to educate, but also oppresses students from marginalized social groups. Under this form of education, minority students experience *cultural invasion*: the classroom reproducing social inequality (by class, race, gender, ability, etc.). Prevailing thought on history and philosophy, such as Eurocentric history, great man theory, and hegemonic white feminism, contradicts students' life experiences. Marginalized

¹² Rufii Rufii. "Developing Module on Constructivist Learning Strategies to Promote Students' Independence and Performance." *International Journal of Education* 7, No. 1, P. 19

¹³ Paulo Freire. *Pedagogy of the Oppressed*. UCSC. Continuum International Publishing Group, Inc., 2000. P. 71-73, 153-167; and Hussey and Smith, *ibid*.

students cannot “see themselves” in the material they are being taught, and instead internalize the viewpoint of the dominant social group.¹⁴

Freire recognizes that students from different social backgrounds (e.g. class, race) can inform each other and the educator as well. To accomplish this, Freire suggests a *dialogical* teacher-student relationship combined with a “problem-posing model of education.” In his dialogical vision of education, educators and students cooperate to find knowledge. Students build their learning on prior knowledge, discuss with their peers and their educators, and construct their own understandings, which can then be applied to the real world through Freire’s “problem-posing education,” which designs course material with *praxis* in mind - students combining theory with real-world action.¹⁵ Learning module developers can use Freire’s critiques to incorporate more effective learning materials and resources.

Module designers can formulate educational strategies around the principles active learning and constructivism for an in-depth, intellectually diverse teaching environment. A well-designed course module incorporating higher-level active learning and constructivism can resemble Freire’s vision of dialogical, problem-posing education.

¹⁴ Freire, *ibid.*

¹⁵ Cooperstein and Kocervar-Weidinger, *Beyond Active Learning: A Constructivist Approach to Learning*, and Freire, *ibid.*

1.3 Active Learning Strategies

Following the principle of backwards design, educators at this point of module development will have created learning outcomes drawing from higher tiers of Bloom's Taxonomy.¹⁶ Active learning-based educational resources and strategies function as steps towards achieving those outcomes.

Active learning improves over the traditional method of lectures and examinations, in which students passively attend lectures and do not build individual research skills, study and work habits, or higher level thought. Instead, the teacher-to-student instruction changes to include student- and student group-centered work, supplemented by instructor-guided synthesis debriefs and graded take-home assignments. Active learning depends on student engagement; simply finding alternatives to lectures cannot drive students to work towards higher levels of understanding. Course material itself should be made relevant to learners, not just standards or learning outcomes. Educators following constructivist principles of education will recognize that students learn by building on their own backgrounds and prior understandings.¹⁷ Similar to Freire's emphasis on education as praxis, abstract or less relatable information can be delivered with activities that incorporate social interaction and real-world scenarios. Group work can encourage participation and deepen knowledge through discussion. Educators can develop more complex activities using these principles, including shared documents such as in Sweet's sociology learning module, requiring students to collaboratively develop a modern Bill of Rights based on their learning. There is a host of in-class active learning activities that may supplement or replace lectures, as shown in the image below:

¹⁶ Rufii, P. 19.

¹⁷ Cynthia J. Brame. "Active Learning." Vanderbilt University Center for Teaching. Accessed March 6, 2021 from <https://cft.vanderbilt.edu/active-learning/>.

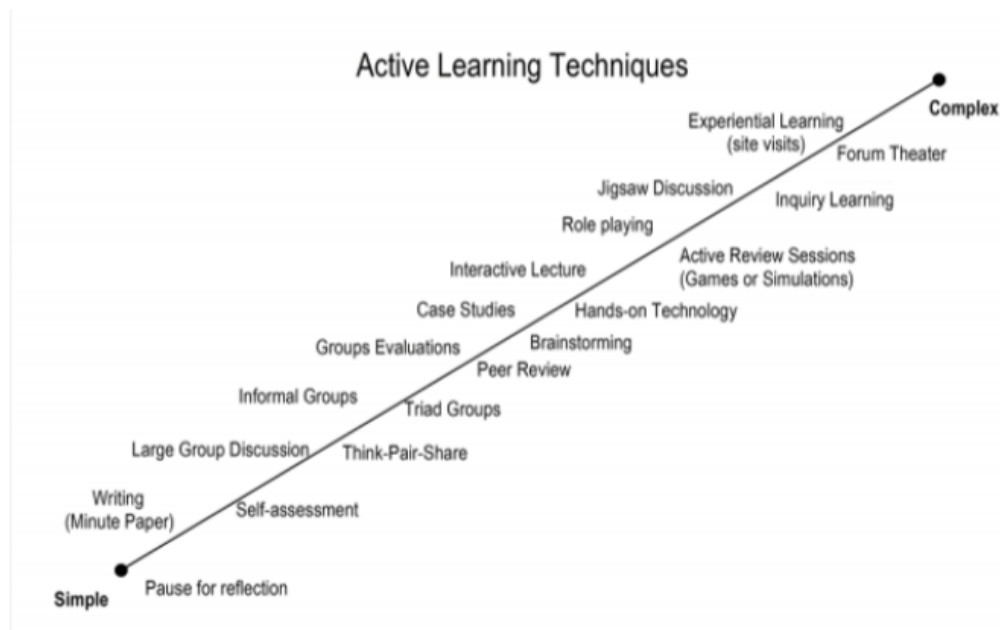


Fig. 4. “Active Learning Techniques.” from University of Michigan CRLT.¹⁸

The active learning techniques shown range from simple to complex in order of complexity (difficulty to organize). Active learning can be as simple as group work and as complex as immersing students through roleplay or even travel. Regardless of type, active learning activities should have a set start and end, clear goals and directions, and a means of student feedback.¹⁹

Simpler active learning activities consist of varying forms of group work, broadly classified as collaborative learning.²⁰ Collaborative learning generally consists of the instructor presenting a task or problem to groups of students to solve. Students become active participants in their learning through discussion, independent research, and problem-solving. In Abdi-Rizak Mohamed’s “Effects of Active Learning Variants on Student Performance and Learning

¹⁸ “Implementing Active Learning in Your Classroom.” University of Michigan Center for Research on Learning and Teaching. Accessed May 5, 2021. https://crlt.umich.edu/active_learning_implementing.

¹⁹ Mantyla, K. “Interactive Distance Learning Exercises That Really Work!” Alexandria, VA: American Society for Training and Development.

²⁰ Cynthia Brame. “Group Work: Using Cooperative Learning Groups Effectively.” Vanderbilt University Center for Teaching. Accessed April 15, 2021 from <https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/>.

Perceptions,” test runs using collaborative learning variants produced higher-level understanding and improved evaluation scores compared to a control group taught using traditional lectures.

1.4 Learning Resources

Active learning tasks are supported by learning resources. These resources include preparatory materials for the educator, as well as assigned educational and informational material for students. Just as learning activities can be multimedia projects (e.g. Sweet’s Bill of Rights assignment), learning resources can include more than readings. Media that engages multiple senses (as opposed to only sight) has been demonstrated to improve student information retention.²¹ In “Developing Multimedia Modules for Intermediate Japanese,” Profs. Kabata and Yang outline an online Japanese language lesson module structured entirely around Japanese news clips, demonstrating that readings and lectures do not have to be the default format for information delivery.²² Besides the learning resources listed in the module, some resources may be discovered through student research. Combined with effective assessment criteria, allowing outside research may also help identify gaps in module content based on the quality of student research-based assignments. By incorporating research components in a learning module, students will also be able to develop independent research skills, which will be especially important as students transition to higher education where learning more often occurs outside of the classroom.

²¹ Neo, Mai, and Ken T. K. Neo. "Innovative Teaching: Using Multimedia in a Problem-based Learning Environment." *Journal of Educational Technology & Society* 4, no. 4 (2001): 19-31. Accessed April 16, 2021. <http://www.jstor.org/stable/jeductechsoci.4.4.19>.

²² Kabata, Kaori, and X. Jie Yang. "Developing Multimedia Lesson Modules for Intermediate Japanese." *CALICO Journal* 19, no. 3 (2002): 563-70. Accessed April 16, 2021. <http://www.jstor.org/stable/24149464>.

1.5 Assessments

Modules are measured through assessment criteria. Assessment criteria can be either assessments or evaluations. Assessments collect feedback on the course for the educator to modify module content and strategies, while evaluations measure student success and determine grading. Simply put, assessments measure module performance, while evaluations measure student performance. Although evaluations are often poorly received by students, they may be necessary for grading and audits.²³

Assessments are also subdivided into formative and summative assessments. Formative assessments gauge student progress, and should be interspersed within the module as students are learning new material. Formative assessments allow educators to measure student progress during the module and modify module content to help students reach learning outcomes, addressing Freire's critique of rigid course structures. Summative assessments gauge learning outcome fulfillment, and are delivered at the end of a unit or subsection and at milestones within the module, e.g. midterms. Module developers should design courses to fit both types of assessments.

Assessments should be *authentic*. Authentic assessments demand higher understanding such as analysis or evaluation in Bloom's Taxonomy. Students should apply a variety of applied skills, and relate their knowledge to concrete situations rather than only abstract conceptual questions. Authentic assessments, especially summative ones, can also act as evaluations for grading.²⁴

²³ Caitlin Keller. "Introduction to Instructional Design & Backwards Design." WPI Online Pedagogy Workshop. Accessed April 18, 2021.

²⁴ Caitlin Keller. "Authentic Assessment." WPI Online Pedagogy Workshop. Accessed April 18, 2021.

Assessment materials are not limited to essays and tests. Assessment materials and techniques may include labs, games, case studies, and student-developed deliverables such as guides or computer models, as shown in the table below:

Table 1. Learning Assessment Techniques and Associated Taxonomy Levels

Learning Assessment Techniques	Bloom's	Anderson & Krathwohl
Virtual labs, computer simulation models, case studies, multiple choice questions	Analysis Synthesis Evaluation	Creating Evaluating Analyzing
Interactive tutorials, simulations, instructional games, case studies	Application	Applying
Simulations, animations, tutorials	Comprehension	Understanding
Flash cards, games, quizzes	Knowledge	Remembering

Fig. 5. "Learning Assessment Techniques and Associated Taxonomy Levels." from Jeanne P. Sewell.²⁵

The table, which compares learning assessment types with the taxonomy levels they potentially satisfy, illustrates the versatility of multimedia assessments for meeting different levels of Bloom's Taxonomy. These assessments may fill the role of traditional formats, while also encouraging student engagement and active learning.

²⁵ Sewell, Jeanne P. "Online Assessment Strategies: A Primer." *MERLOT Journal of Online Learning and Teaching* 6, No. 1 (2010).

1.6 Best Practices

The information gathered from the literature review process can be used to develop a set of best practices for module development. These best practices are as follows:

- Learning outcomes should follow the principles of backwards design. Educators should start from state standards or broader department outcomes to create module-specific learning outcomes, then move on to learning resources and activities.
- Learning outcomes should be measurable, and contain three components: a measurable verb (based on Bloom's Taxonomy), an object, and a purpose.
- Educators gauge student progress towards learning outcomes by using authentic assessments that have real-world applicability.
- Module activities should allow students to be active learners and collaborate with other students to form unique, factually supported understandings of topics.

Learning modules developed with these best practices in mind will allow their users to create an engaging, focused learning environment with much less difficulty than developing a unit from scratch. In the next section, these best practices will be used to select specific resources, activities, and outcomes to use in module design.

2. Methodology

2.1 Overview

This project utilizes the pedagogical methods learned in the literature review process to create a 7-day multimedia United States history learning module. Using a case study of the Black Panther Party (BPP), students will learn to analyze history from the perspective of working-class mass movements in order to have a broader, multifaceted understanding of sociopolitical change. The module is divided into two sections: a 3-day section (Section 1: Roots in the Civil Rights Movement) focusing on radical Civil Rights Movement trends that contributed to the BPP's rise, and a 4-day section (Section 2: The Black Panther Party) covering the Black Panther Party's influences and actions.

This topic was chosen because of the inadequate coverage of the BPP and the Black Power Movement in many high school-level history curricula, despite its importance as a development of radical trends from the Civil Rights Movement. An innovative module on this topic that encourages active learning and higher-order thinking will allow students to build a more complete understanding of 20th-century Black civil rights struggle, including both the Civil Rights Movement and later groups inspired by the thought and strategies of the BPP. The module will also help students analyze public perceptions of the Civil Rights Movement and BPP with respect to race and class, and situate the BPP in global social and political trends. Optional activities, learning resources, and assessments allow for variable module length as well as interdisciplinary usage in meeting STEM, English, and writing standards.

2.2 Learning Outcomes

Following the principles of backwards design, this module is designed to meet California Content Standards HSS 11.9.3, HSS 11.1, HSS 11.2.2, and HSS 11.10.4 for 11th grade US History, as well as RH 11-12 (Reading History/Social Studies) and LIB 9-12.1 (HS-level library research).²⁶ This module may be incorporated as:

- A supplementary module following a Civil Rights Movement unit
- A Black History Month event
- Part of a 20th-century World History course
- Part of a social history or activism-focused history course
- An activism case study in a government and politics course

This module may also be taught in interdisciplinary and non-history courses. The module is a multimedia unit balancing readings with music, podcasts, films, and documentaries. Class activities are diverse as well, including written assignments, discussions, and creative projects. Each of these aspects can be emphasized or reduced for specific purposes. Technical aspects of the module's "community program project" assessment can be emphasized for an interdisciplinary History and STEM course. Reading and writing-based elements of this module could easily be emphasized to create an interdisciplinary English and History module. Philosophical and political readings, class discussions, and writing activities could be emphasized for a philosophy course, especially regarding anti-colonialism and evolutions of Marxist political theory.

²⁶ California Department of Education. "Search the California Content Standards." Accessed May 1, 2021. <https://www2.cde.ca.gov/cacs>.

Module learning outcomes were developed based on the state standards listed above, as well as Bloom's Taxonomy and the measurable verb-object-purpose module template as presented in the WPI Online Pedagogy workshop.²⁷ In this module, students will:

1. Evaluate the causes and goals of the Black Panther Party and its programs (e.g. copwatching, community survival) in order to better understand African-American racial struggle in the post-Civil Rights Movement era.
2. Evaluate media depictions of the Black Panther Party in order to understand how American demographic inequality and social stratification affects perceptions of activism and mass movements.
3. Analyze the Black Panther Party in an international context to situate the BPP and contemporary American response to the organization into global social and political trends.

²⁷ Caitlin Keller. "Introduction to Learning Outcomes." WPI Online Pedagogy Workshop.

2.3 Assessments and Evaluations

The learning module contains a pre-assessment and post-assessment in the form of concept mapping activities. On Day 1, students are divided into groups of 4-5 students, and will use a bubble concept map to plot figures, concepts, events, and characteristics that they associate with the following three terms: activism, racial justice, and the Civil Rights Movement. Students will spend 20 minutes mapping in groups, and then merge to work on a class-wide map. A sample pre-assessment concept map is shown below:

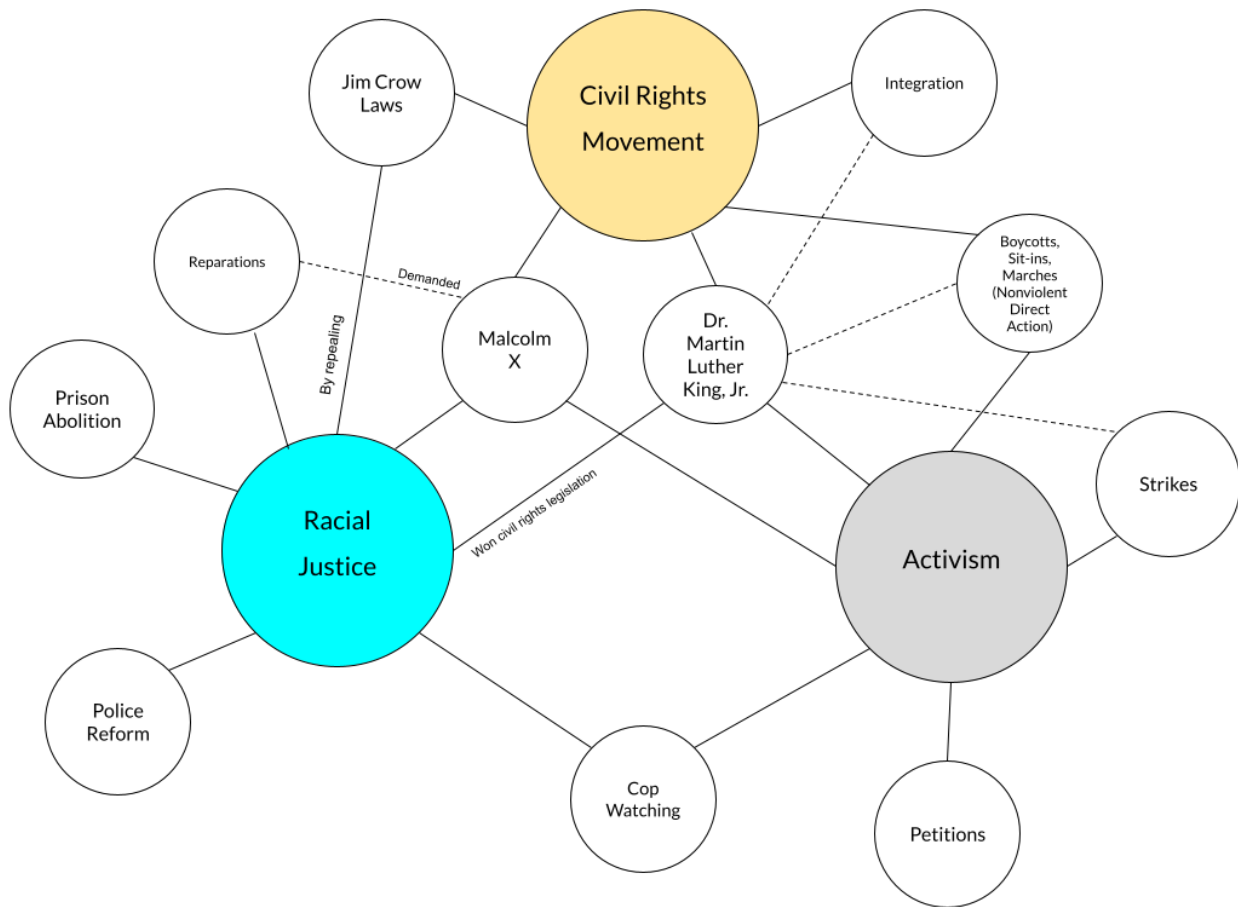


Fig. 6. Sample pre-assessment concept map with key terms and commonly associated phrases. Solid lines relate phrases to key terms. Dashed lines relate phrases to each other.

In the concept mapping exercise, students can list terms associated with key terms, and draw associations between other associated terms (represented by the dotted lines). The key terms used in the pre-assessment module were selected to gauge prior students' prior conceptions about the Civil Rights Movement and mid-20th-century racial activism, which the module aims to challenge by introducing the more radical currents in the Civil Rights Movement and their culmination in the BPP and Black Power Movement.

The module concludes with a similar concept map post-assessment, with students mapping the same terms from the pre-assessment with the addition of the term "Black Panther Party." This post-assessment allows educators to track new connections made by students after working through the module. By using the same bubble map format, developments in understanding will be clearly measurable.

2.4 Educational Resources and Strategies

The Black Panther Party learning module contains both in-person and at-home material. The module uses in-class time to conduct group- or class-wide activities, and assigns take-home readings with guiding questions to prepare students for the activities in the next class period.

After Day 1's pre-assessment concept mapping activity, students are assigned their first set of take-home readings. These include excerpts from Martin Luther King Jr.'s "Letter from Birmingham Jail," and from the autobiographies of Assata Shakur and Malcolm X. These assigned readings, along with all other take-home reading sets, include a list of guiding questions related to the topics discussed in the next in-class activity. Guiding questions include overarching questions relating to all assigned readings, as well as questions specific to each reading. These guiding questions may also be adapted to create a discussion board homework assignment, simply by requiring students to post a 2-3 sentence response for each question on a Canvas page, along with 1-2 replies to other students' posts.

2/1 Reading Questions

***For Teachers: In this version of the module, these reading questions are meant to encourage better participation and critical thinking in the following class session's activity. These questions can also be expanded into a discussion board homework assignment/assessment, with students posting their answers and replying to two other posts, for example.

Students will read the assigned take-home readings with these questions in mind. After reading, students should write a brief 2-3 sentence response for each question.

Overarching Questions:

- What are the writers' perspectives on political change? What are their intended goals?
- What are their strategies, and how do they relate to one another? Are they compatible or irreconcilable?
- What is the behavior of the "white moderate" in the Civil Rights Movement, as described in these readings?

For MLK Jr., "Letter from Birmingham Jail:"

- What are "the conditions that brought the demonstrations into being" that MLK Jr. refers to (pg. 1)?
- What is direct action, and why does MLK Jr. pursue direct action as a strategy?
- What alternatives are presented to MLK Jr.'s form of direct action, and why does he reject them?
- What are MLK Jr.'s frustrations with "the white moderate?" How does this demographic relate to the Civil Rights movement?

For Malcolm X, "On the March on Washington:"

- How did the March on Washington change over time? What social demographics were involved (e.g. class, race)? How did these changes affect the goals of the march?

For Assata Shakur, *Assata: An Autobiography*:

- What does Assata admire about the NAACP? What are her criticisms of the group?
- How does Assata's perspective differ from that of the NAACP members? On integration?




Fig. 7. Canvas page for Day 1 take-home reading questions.

The in-class activity for Day 2 is a discussion of Nina Simone’s 1964 song, “Mississippi Goddam.” Students are presented with the song audio and the printed song lyrics, along with a set of guiding questions to drive the discussion. In this activity, students will be able draw connections between Nina's song and the Day 1 take-home readings to better evaluate the song's message and context within the Civil Rights Movement. The activity also aims to reinforce Black frustrations with gradualism and the pace of Civil Rights Movement interactionism. The end of the Day 2 class session marks the end of Section 1.

The Day 3 class section is the beginning of Section 2. Students are shown a slideshow presentation introducing the Black Panther Party. Besides the history of the BPP’s activist methods, the slideshow also explores the global political movements and philosophies that influenced the party’s leaders (LO #1, #3). Slides include discussion prompts for students to make connections with previous material and practice higher-order thinking.

College Activist Beginnings

- Huey and Bobby both join the **Revolutionary Action Movement (RAM)**, becoming close friends and studying literature on anti-colonialism, socialism, and armed African-American activism. Notable authors include
 - Frantz Fanon (*The Wretched of the Earth*)
 - Wrote on the Algerian War (1954-62), anti-colonial revolutions, and psychoanalysis of colonialism
 - Robert F. Williams (*Negroes with Guns*)
 - Armed NAACP chapter in Monroe, NC resisting KKK, segregationist local government
 - Various Marxist writers and revolutionaries, esp. Che Guevara and Mao Zedong
 - Key concepts: Proletariat and bourgeoisie, proletarian internationalism, violent revolution to establish a socialist state, guerrilla warfare
- **Keep in mind: How do these ideas shape the Black Panther Party?**

CW from bottom left: Robert and Mabel Williams; Algerian protests depicted in the 1966 film *The Battle of Algiers*; and a Chinese propaganda poster stating, “Long Live Marxism-Leninism and Mao Zedong Thought!”

Fig. 8. A slide from the Day 3 BPP intro presentation. Note the discussion prompt on bottom left.

After presenting the BPP introduction slides, teachers should announce the BPP party program project, due on Day 6. For this assignment, project groups will develop a party platform for one aspect of present-day civil rights struggle based on the Black Panther Party's Ten-Point Program and other class readings. The party program project is intended to function as an authentic assessment for students to demonstrate their learning. Students will need to analyze existing sources from the module, evaluate and analyze outside sources (esp. for biases and misconceptions related to their marginalized groups) to find needed supplemental information, and synthesize all the information they've collected to produce a well thought out party program (Satisfies LOs #1, #2, #3). Student groups will submit a 2-3 page, 12pt, Times New Roman, double spaced party program document (due at the beginning of the class period), and give a 6-8 minute in-class slideshow presentation explaining the components of their party program. Groups will cite 3 or more prior course readings to develop their party program demands as well as 2-3 additional citations from reputable sources, including at least one interview with a peer or contemporary public figure from the represented social class.

The learning module is structured to allow students sufficient time to complete the module. Students are encouraged to spend time on weekdays outside of class brainstorming party program ideas, and are given the weekend following Day 5 to complete project deliverables. Teachers are strongly suggested to plan the start of the module on a Monday or draw from the optional materials section to plan additional classes and assignments.

Day 3 includes a second set of take-home readings: the Black Panther Party's Ten-Point Program, and historian Franz Schurmann's introduction to *To Die for the People*, Huey P. Newton's compilation of essays and speeches. These readings are focused on the Black Panther Party's political goals, and the global trends that motivated the BPP itself (Learning Outcome #1,

#3). These readings are selected to help students gain a deeper understanding of the BPP's philosophy, and for students to relate domestic American historical events to a broader international context, not only with the BPP and the Black Power Movement, but to American history in general. Students will be able to relate the Ten-Point Program to radicals' frustrations during the Civil Rights Movement, and analyze how global trends impacted the document. Schurmann's introduction gives a detailed explanation of the global context that helped radicalize and create the Black Panther Party, with a special focus on anti-colonialism and Marxist theory, which will help students better relate the BPP to the global context and social trends the party existed within.

Day 4 reserves in-class time to watch the 2015 documentary, *The Black Panthers: Vanguard of the Revolution*. The documentary includes retrospective accounts from former Black Panthers, and covers the entire history of the BPP until its collapse. This activity aims to help students learn specific details about the BPP's copwatching and community survival programs, insights on the Black Panther Party's ideas and goals from real members of the BPP, as well as both negative and positive perspectives on the BPP from all sections of American society at the time. The documentary supplements the information from Day 3's BPP slideshow, and is especially valuable for its use of both primary and secondary sources as well as for exploring external (e.g. news media and police) perceptions of the BPP, which relate to Day 3's take-home readings as well as Learning Outcome #2.

At the end of Day 4, teachers assign another set of take-home readings, this time the n’ “Fascination and Fear: Covering the Black Panthers,” and Rethinking Schools’ “What We Don’t Learn About the Black Panther Party - But Should.” These articles examine the media representations of the Black Panther Party, both during the party’s existence and in the present day. The NYT article also gives a brief overview of police and FBI counterinsurgency programs against the BPP. Including this article aims to help students understand how perspectives of the Black Panther Party, and by extension, political mass movements, are affected by race and class backgrounds. The Rethinking Schools article focuses on mischaracterizations of the Black Panther Party in educational materials, especially the Party’s portrayal as an antiwhite organization. Including this article aims to help students understand the prevalence of negative or reductive media on the Party’s goals and motivations (LO #2).

In the Day 5 class session, students will analyze and discuss two issues of *The Black Panther*: The first published paper from April 1967, and an issue from May 1969. The purpose of this activity is to help students critically examine the themes and political messaging of primary sources from two distinct periods in the Black Panther Party’s history. Through this activity, students may better understand the BPP as a dynamic organization that changed throughout its history in its goals, strategies, and target audience (LO #1, #3). Students will also be able to relate these newspapers to the Day 4 take-home readings, comparing and contrasting internal perceptions and images of the BPP with representations from outside media (LO #2).

Students will have the weekend following Day 5 to work on the BPP Party Program Project. On Day 6 (the next in-class session), student groups will each give a 6-8 minute slideshow presentation listing, describing, and justifying the components of their party programs, as described before. Projects will be graded using a rubric based on quality of research, writing, slideshow presentation, and party program content.

The final day of the module (Day 7 in its basic configuration) is reserved for a post-assessment concept mapping activity in the same style as Day 1, but with additional terms. This post-assessment will help teachers gauge student learning and adjust the module for future uses if necessary. After the post-assessment concept map is complete, students will be able to compare and contrast their maps (group and class-wide) with their previous maps from Day 1 to reflect on their learning and changes in understanding.

2.5 Optional Materials

The module also includes a set of optional materials to be incorporated either as substitutes or as additional material for lengthening the module. These include additional films and media for students to analyze, offering additional accounts of the decline and suppression of the Black Panther Party, as well as an interdisciplinary community program project modeled off the BPP's community survival programs.

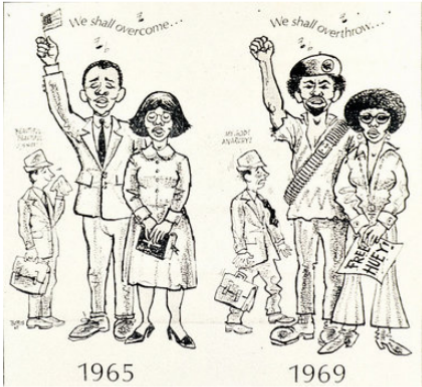
Black Power Mixtape 1967-1975 is a documentary on the Black Power Movement directed by Göran Olsson. The film features contemporary interviews and found footage from Swedish journalists reporting on the Black Power Movement, retrospective commentary from those involved in the movement, as well as words from later Black activists and public figures influenced by the movement. The first 28 minutes of the documentary describe the social situation that produced the Black Power Movement. *Black Power Mixtape* can replace *The Black Panthers: Vanguard of the Revolution* on Day 4, and can inform discussions on perceptions of the Black Panther Party in Day 5's newspaper discussion activity.

Teachers may choose to incorporate a BPP Political Cartoon Discussion to further relate Sections 1 and 2 of the learning module. This activity is intended to help students synthesize Day 1 take-home readings and information from the BPP intro slideshow. Students analyze a political cartoon comparing white/moderate reactions to Black activist trends during the Civil Rights Movement and the Black Power movement. The Canvas page for the activity is shown below.

This is a graded discussion: 100 points possible due -

BPP Political Cartoon Discussion Mar 24 at 2:54pm

Student groups will discuss the 1969 political cartoon shown below:



1965 - A Black couple sings "We shall overcome..." while waving an American flag. A white man in the background says, "Beautiful, beautiful...sniff."
1969 - A Black couple sings "We shall overthrow..." with a raised fist. A white man in the background says, "My God! Anarchy!"

Guiding Tasks/Questions:

- What is the importance of the dates shown? What movements and political struggles could they be referring to?
- Notice the different features (e.g. clothing, accessories, behavior) in the two depictions. What do these features symbolize? What message does the cartoon convey about the couples and the bystander from each period?
- How does this cartoon relate to earlier class readings (Malcolm X on the March on Washington, MLK's Letter from a Birmingham Jail)?

Groups will discuss the text for 10 minutes, followed by a class discussion for the remaining class time (~40 min. including teacher debrief).

Fig. 9. Canvas page for the BPP Political Cartoon Discussion. Includes captions describing small image details, and a set of guiding discussion questions.

The selected political cartoon depicts Black political protesters from 1965 and 1969, each being observed by a white bystander. Students discuss the importance of the dates shown, the political movements reflected, and the intended messaging of the political cartoon. Students will also be asked to relate the cartoon to earlier materials on the Civil Rights Movement and Black Panther Party to better understand social development from the former into the latter.

Also included in the optional materials bank is the Community Program Project. This assignment functions as another authentic assessment, translating student learning into real-world plans. In this project, students create an outline for a community program addressing one contemporary social issue. Student groups will submit a 3-4 page document (12 font, double-spaced, Times New Roman), drawing from 3-5 reputable sources (may lift multiple sources from the party program assignment). The document will include a problem statement, program description, and technical/logistical requirements. This project can be used for STEM interdisciplinary learning by emphasizing the technical and logistical aspects of the project design.

Teachers may also spend a day covering domestic government responses to the Black Panther Party, especially repressive actions such as police violence and COINTELPRO. For this topic, teachers can draw from two optional resources: the 2021 film *Judas and the Black Messiah*, and a podcast episode from Revolutionary Left Radio, titled “Revisiting the Assassination of Fred Hampton: New FOIA Docs, COINTELPRO, and the “Black Messiah.” These materials help fulfill Learning Outcome #3 by contextualizing state repression of the BPP in Cold War international politics. The FBI's response to the BPP may be analyzed in the international context of anti-colonial and communist movements to help students better understand the domestic implications of those movements.

2.6 Modularity and Alternate Formats

The BPP learning module has a default length of 7 in-class sessions, including one weekend for students to work on their final party program project. However, the module can be abbreviated or extended based on educational needs and limitations. The module can be extended 1-2 days using the materials listed in the optional materials section. The module can be shortened to 5 or 3 days long by omitting in-class activities and the party program project. Suggested steps to reduce module length are shown below:

- Omitting the party program project (requires weekend gap for students to complete)
- Omitting take-home readings while encouraging deeper analysis and assigning higher-level discussion questions on remaining readings (e.g. removing Assata from Day 1 Readings)
- Omitting pre-assessment component (especially if module immediately follows a Civil Rights Movement unit)
- Assigning in-class films as take-home materials
- Moving in-class discussions to online Canvas discussion boards

These steps allow teachers to reduce module length while keeping the module's assessments, learning materials, and learning activities intact. Below is a template for a 5-day version of the learning module, although other variations are possible:

- 5 Day Template:
 - Day 1: Pre-Assessment Concept Map
 - Take-home reading: "Letter from a Birmingham Jail" and choice of Malcolm X or Assata Shakur
 - Day 2: "Mississippi Goddam" Analysis
 - Take-home reading: BPP Ten-Point Program
 - Day 3: BPP Intro Slideshow
 - Take-home reading: "Fascination and Fear: Covering the Black Panthers"
 - Day 4: BPP Newspaper Discussion
 - Day 5: Post-Assessment Concept Map

The above module template is two class days shorter than the default format, and four calendar days shorter as it omits the party program project, which requires weekend time to complete.

Besides using these templates, teachers may also use only Section 1 or Section 2 of the module to better suit their needs; for example, a teacher may use only Section 1 to present radical dissent in the Civil Rights Movement without teaching about the BPP or Black Power Movement.

Teachers whose students already have a comprehensive understanding of the events and ideas presented in Section 1 may use only Section 2 of the module to extend students' historical understanding past the decline of the Civil Rights Movement and into the Black Power Movement. Omitting one module section reduces the module length from the 2-section minimum length of 5 days into a 3- to 4-day module while retaining pre- and post-assessment components.

3. Reflections

3.1 Introduction

In this section, module components will be assessed with respect to the best practices established in the literature review process. Best practices developed in the literature section are repeated below:

- Learning outcomes should follow the principles of backwards design. Educators should start from state standards or broader department outcomes to create module-specific learning outcomes, then move on to learning resources and activities.
- Learning outcomes should be measurable, and contain three components: a measurable verb (based on Bloom's Taxonomy), an object, and a purpose.
- Educators gauge student progress towards learning outcomes by using authentic assessments that have real-world applicability.
- Module activities should allow students to be active learners and collaborate with other students to form unique, factually supported understandings of topics.

Best practices were created based on sources analyzed in the literature review. Module content will therefore be related to both literature review sources and the best practices derived from them.

3.2 Learning Outcomes

Following principles of backwards design, the BPP learning module was developed starting with its learning outcomes (See Fig. 1). Module learning outcomes follow the three-component learning outcome structure presented in WPI's Online Pedagogy Workshop. Component breakdowns of each module learning outcome are illustrated below.

- Measurable Verb - Object - Purpose**
1. **Evaluate** the causes and goals of the Black Panther Party and its programs (e.g. copwatching, community survival) in order to better understand African-American racial struggle in the post-Civil Rights Movement era.
 2. **Evaluate** media depictions of the Black Panther Party in order to understand how American demographic inequality and social stratification affects perceptions of activism and mass movements.
 3. **Analyze** the Black Panther Party in an international context to situate the BPP and contemporary American response to the organization into global social and political trends.

Fig. 10. Learning outcomes broken down into measurable verb - object - purpose components.

The image above uses color coding to divide each module learning outcome into its three components: a measurable verb, an object, and an educational purpose (see Fig. 2).

“Measurable verb” components in each learning outcome are incorporated from Bloom’s Taxonomy. The learning outcomes used in the BPP learning module target higher levels of Bloom’s Taxonomy to encourage critical thinking from students; “Evaluate” and “Analyze” are second and third highest in the taxonomy, respectively (see Fig. 3).

3.3 Assessments and Evaluations

After creating learning outcomes, module assessments were developed (again following backwards design order). The module uses concept mapping as pre- and post-assessment activities. By sharing the same activity format, the concept mapping assessments allow educators and auditors to concretely measure student learning over the duration of the module. Similar to other module activities, concept mapping begins in smaller groups of 4-5 students before expanding into one class-wide activity.

Class projects are also used to assess student learning. In addition to assessing all learning outcomes, the module's Party Program Project and optional Community Program Project are *authentic assessments* that require students to synthesize their learning from in-class activities, take-home readings, and independent research (in student groups) to produce deliverables with real-world applications. The Party Program Project requires students to develop a well thought-out set of demands or goals relating to present-day civil rights struggle and informed by the Black Panther Party's Ten-Point Program, other previously assigned readings, and independent research. The Community Program Project requires students to create an outline, including technical and logistical requirements, for a community program actively addressing social issues highlighted by the Party Program Project.

Keeping in mind the critiques from Hussey and Smith's "The Trouble with Learning Outcomes," both the Party Program and Community Program Projects include grading rubrics to further allow educators to measure student progress. The rubric for the Party Program Project is shown below.

	3	2	1
Research and Citations	Project cites 3 or more prior course readings and 2-3 additional citations from reputable sources, including at least one interview with a peer or public figure from the represented social class.	Project cites fewer than 3 prior course readings or fewer than 2 additional citations, or does not include at least one interview with a peer or public figure from the represented social class.	Project citations do not meet any of the specified source requirements.
Program Content	Program demands and justifications are informed by analysis of cited course readings and additional sources. Reasoning and arguments for these demands can be understood.	Program demands and justifications are not fully supported by analysis of sources. Document presents leaps in logic but can be understood by the reader after referring to the source.	Program demands and justifications are not informed by sources and/or source analysis.
Program Writing	Party program document is written in the assigned format with no major spelling and/or grammatical errors.	Document is written in the assigned format, but includes spelling and/or grammatical errors that impede reading. Claims and information can still be understood by reader.	Report is noticeably shorter than 3-4 pages and/or does not resemble the assigned format. Report includes severe spelling and/or grammatical errors that make the document largely unreadable and claims difficult to parse.
Presentation	Presentation is between 6-8 minutes. Arguments and explanations in the party program document are clearly summarized in the presentation.	Presentation is noticeably shorter or longer than 6-8 minutes, and/or information in the party program document is not clearly conveyed to the audience before student questions.	Party program information is not clearly conveyed to the audience before student questions, and student question answers do not demonstrate an understanding of module material or other cited sources.

Fig. 11. Grading rubric for the Party Program Project.

The rubrics for both projects provide students with measurable goals. Grading is structured around analysis of course readings and researched sources. Using this method, different understandings are encouraged instead of basing grades on a particular set of conclusions. These grading decisions align with best practices on developing unique, factually supported understandings of topics, and were incorporated with Paulo Freire’s pedagogical critiques in mind, specifically Freire’s claim that the conventional “banking model of education” bases student success on ideological conformity.

3.4 Educational Resources and Strategies

The BPP learning module contains in-person and take-home materials to help students achieve learning outcomes. In line with best practices, these activities and take-home materials are designed to encourage active learning and collaboration between students.

The learning module is structured around collaborative student activities. The class is divided into student groups of 4-5 students for the concept mapping pre-assessment exercise on Day 1. The same student groups will remain for the duration of the module, and group work is a component of each following in-class activity and project.

In-class activities primarily consist primarily of student discussions. Pre- and post-assessment concept mapping activities use group- and class-wide discussions to brainstorm and associate concepts with each other. The same format is used for the “Mississippi Goddam” discussion activity on Day 2 and the BPP newspaper discussion activity on Day 5, where students discuss primary sources in their assigned groups for a portion of the class time, then move to a class-wide discussion. This class format is designed with active learning principles in mind, allowing students to directly and actively engage with educational material, rather than passively absorbing information through lectures. These discussion activities resolve Paulo Freire’s criticism of the “banking model of education,” allowing students to become subjects in their own learning. By including guiding discussion questions and allocating class time for teacher debriefs, teachers can ensure that students are working towards learning outcomes while still allowing students to act as subjects and form their own understandings.

Students still have opportunities to build individual reading comprehension and critical thinking skills through take-home readings. Three sets of take-home readings are assigned over the duration of the module, each including a set of assigned reading questions that can be expanded into a discussion board homework assignment. A Canvas screenshot of Day 1 reading questions is shown below.

2/1 Reading Questions

***For Teachers: In this version of the module, these reading questions are meant to encourage better participation and critical thinking in the following class session's activity. These questions can also be expanded into a discussion board homework assignment/assessment, with students posting their answers and replying to two other posts, for example.

Students will read the assigned take-home readings with these questions in mind. After reading, students should write a brief 2-3 sentence response for each question.

Overarching Questions:

- What are the writers' perspectives on political change? What are their intended goals?
- What are their strategies, and how do they relate to one another? Are they compatible or irreconcilable?
- What is the behavior of the "white moderate" in the Civil Rights Movement, as described in these readings?

For MLK Jr., "Letter from Birmingham Jail:"

- What are "the conditions that brought the demonstrations into being" that MLK Jr. refers to (pg. 1)?
- What is direct action, and why does MLK Jr. pursue direct action as a strategy?
- What alternatives are presented to MLK Jr.'s form of direct action, and why does he reject them?
- What are MLK Jr.'s frustrations with "the white moderate?" How does this demographic relate to the Civil Rights movement?

For Malcolm X, "On the March on Washington:"

- How did the March on Washington change over time? What social demographics were involved (e.g. class, race)? How did these changes affect the goals of the march?

For Assata Shakur, *Assata: An Autobiography*:

- What does Assata admire about the NAACP? What are her criticisms of the group?
- How does Assata's perspective differ from that of the NAACP members? On integration?

Fig. 12 (for reference; identical to Fig. 2). Canvas page for Day 1 take-home reading questions.

As shown above, Day 1 reading questions include four subsets of reading questions: 1 set of overarching questions, and 3 sets of questions specific to each assigned reading.

Reading-specific questions help students critically analyze and evaluate sources, while overarching questions help students synthesize information as well as compare and contrast sources.

By combining independent take-home assignments with group- and class-wide in-class activities, the BPP learning module encourages collaborative learning without allowing students to be graded solely for other students' work.

4. Appendix

This appendix catalogues materials used in the Black Panther Party learning module, including original graphics, rubrics, webpage screenshots, and links to online media. Module materials are published as a mock Canvas module, and divided into five sections:

- MQP Background Material
- Teacher Resources
- Section 1: Roots in the Civil Rights Movement
- Section 2: The Black Panther Party
- Optional Materials

The MQP Background and Resource Materials section is not included in the appendix as it solely consists of literature review, methodology, and reflections documents already included in the project report.

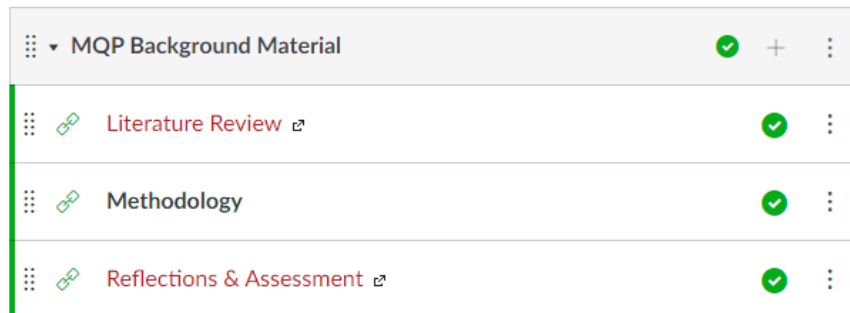


Fig. 13. Screenshot of Canvas “Modules” page for MQP Background Material.

Sources used in the learning module are included in the project report Works Cited page. Module components are listed in the order they are presented on the Canvas “Modules” page. Canvas text headers have no attached content but are labeled for reference.

4.1 Mini-Syllabus (Canvas Homepage)

Siu - Mock Canvas Course

[Jump to Today](#)

 [Edit](#)

Introduction:

In the last decade, American society has seen a sharp resurgence in movements for racial justice. However, it is difficult to contextualize these movements (especially their more radical, anti-capitalist elements) given the narrow scope of what is taught in American history curriculum regarding Black civil rights struggle. Civil rights historical education frequently stops at the passing of federal civil rights laws, omitting the growth of more radical, militant Civil Rights Movement undercurrents into the Black Power Movement, spearheaded by the Black Panther Party (BPP). Understanding this period of political mass movements is essential to tell a more complete narrative of 20th-century Black civil rights struggle, and helps students make sense of present-day political movements, many of which are inspired by thought and strategies from this period.

The lack of proper Black Power Movement curriculum combined with its increased political and cultural relevance has allowed misrepresentations of groups from this period, especially the BPP, to spread in popular narratives and present-day media depictions. Various aspects of the BPP are emphasized, revised, or omitted by all sides of political discourse. This module will help students have a broader understanding of Black racial struggle in the United States, promote critical historical analysis with respect to American social stratification (e.g. class, race, gender), and help students better understand the domestic implications of global trends (e.g. Pan-Africanism, Communism).

Module Description:

What followed the Civil Rights Movement? How did Black mass movements continue to fight oppression after federal reforms and integration? In this module, we will explore the motivations, philosophy, and actions of the Black Panther Party (BPP), a leading organization in the Black Power Movement, in order to have a broader, multifaceted understanding of working-class mass movements. In this 7-day module, we will examine primary and secondary sources on the Black Panther Party including books, speeches, newspapers, documentaries, podcasts, music, and films in order to understand the history of the BPP, as well as perceptions and depictions of the BPP in the present day. We will also draw from Marxist political philosophy that influenced the BPP to better understand the party's ideology, and contextualize the BPP in 20th-century world historical trends.

Learning Outcomes:

In this module, students will:

1. Evaluate the causes and goals of the Black Panther Party and its programs (e.g. copwatching, community survival) in order to better understand African-American racial struggle in the post-Civil Rights Movement era.
2. Evaluate media depictions of the Black Panther Party in order to understand how American demographic inequality and social stratification affects perceptions of activism and mass movements.
3. Analyze the Black Panther Party in an international context to situate the BPP and contemporary American response to the organization into global social and political trends.

Fig. 14. Canvas homepage for BPP Learning Module. Includes course introduction, module description, and learning outcomes.

4.2 Teacher Resources

Teacher Resources		✓	+	⋮
⋮	Module Pitch	✓		⋮
Overviews		✓		⋮
⋮	Civil Rights Movement Timeline	✓		⋮
⋮	BPP Basic Timeline	✓		⋮
⋮	BPP Detailed Timeline	✓		⋮
Readings		✓		⋮
⋮	Black Against Empire	✓		⋮
⋮	The Dr. Huey P. Newton Foundation - BPP Service to the People Programs	✓		⋮
⋮	Sabrina Serac - Between Fact & Fiction: The Use of Fear in the Construct and Dissemination of the Black Panther Party Image	✓		⋮
Films and Documentaries		✓		⋮
⋮	The Black Power Mixtape 1967-1975	✓		⋮
⋮	The Black Panthers: Vanguard of the Revolution	✓		⋮
Podcasts and Videos		✓		⋮
⋮	Revisiting the Assassination of Fred Hampton: New FOIA Docs, COINTELPRO, and the "Black Messiah"	✓		⋮

Fig. 15. Screenshot of Canvas “Modules” page for Teacher Resources section.

4.2.1 Module Pitch

[Google Doc Link](#)

4.2.2 Overviews (Text Header)

4.2.2.1 Civil Rights Movement Timeline

[Civil Rights Movement Timeline Link](#)²⁸

4.2.2.2 BPP Basic Timeline

[BPP Basic Timeline Link](#)²⁹

²⁸ “Jim Crow Museum Timeline, Part 5 (1944-1972).” Civil Rights Era - Timeline - Jim Crow Museum - Ferris State University. Ferris University. Accessed May 5, 2021. <https://www.ferris.edu/htmls/news/jimcrow/timeline/civilrights.htm>.

²⁹ Whiting, Sam. “A Timeline of the Rise and Fall of the Black Panthers.” San Francisco Chronicle, October 14, 2016. <https://outline.com/RLZZtr>.

4.2.2.3 BPP Detailed Timeline

[BPP Detailed Timeline Link](#)³⁰

4.2.3 Readings (Text Header)

4.2.3.1 Black Against Empire

[Black Against Empire Link](#)³¹

4.2.3.2 The Dr. Huey P. Newton Foundation - BPP Service to the People Programs

[BPP Service to the People Programs Link](#)³²

4.2.3.3 Sabrina Serac - Between Fact & Fiction: The Use of Fear in the Construct and Dissemination of the Black Panther Party Image

[Between Fact and Fiction Link](#)³³

4.2.4 Films and Documentaries (Text Header)

4.2.4.1 The Black Power Mixtape 1967-1975

[The Black Power Mixtape 1967-1975 Link](#)³⁴

4.2.4.2 The Black Panthers: Vanguard of the Revolution

[The Black Panthers: Vanguard of the Revolution Link](#)³⁵

³⁰ “Black Panther Party Pieces of History: 1966 - 1969.” It’s About Time: Black Panther Party Legacy and Alumni, 2004. http://www.itsabouttimebpp.com/Chapter_History/BPP_Pieces_of_History.html.

³¹ Bloom, *ibid*.

³² David Hilliard. *The Black Panther Party Service to the People Programs*. Albuquerque: University of New Mexico Press, 2008.

³³ Sabrina Sérac, “Between Fact & Fiction: the Use of Fear in the Construct and Dissemination of the Black Panther Party Image.” *Revue de Recherche en Civilisation Américaine* HS 1 (2009).

³⁴ *The Black Power Mixtape 1967-1975*. Internet Archive. Campi Bisenzio (FI): Cecchi Gori entertainment, 2017. <https://archive.org/details/TheBlackPowerMixtape196719756bryh0IFMhg>.

³⁵ *The Black Panthers: Vanguard of the Revolution*. Amazon Prime Video, 2016. https://www.amazon.com/gp/video/detail/B08F3G2VYD/ref=atv_dl_rdr?autoplay=1.

4.2.5 Podcasts and Videos (Text Header)

4.2.5.1 Revisiting the Assassination of Fred Hampton: New FOIA Docs, COINTELPRO, and the “Black Messiah”

[Revisiting the Assassination of Fred Hampton Link](#)³⁶

³⁶ Brett O’Shea, Aaron J. Leonard, and Conor Gallagher. “Revisiting the Assassination of Fred Hampton: New FOIA Docs, COINTELPRO, and the ‘Black Messiah.’” Libsyn. Revolutionary Left Radio. Accessed May 5, 2021. <https://revolutionaryleftradio.libsyn.com/fred-hampton-foia>.

4.3 Section 1: Roots in the Civil Rights Movement

Module Title	Date	Status
Section 1 Introduction (For Teachers)		✓
Pre-Assessment: Concept Map 1	Feb 1 100 pts	✓
Concept Map 1.png		👁️
2/1 Take-Home Readings		✓
2/1 Reading Questions		✓
Aug. 1963 - Martin Luther King, Jr. - Letter from Birmingham Jail - P. 1-4		✓
1964 - Malcolm X - On The March on Washington		✓
1987 - Assata Shakur - An Autobiography - P. 137-140		✓
"Mississippi Goddam" Discussion	Feb 2 100 pts	✓
1964 - Nina Simone - "Mississippi Goddam"		✓
Civil Rights Movement Timeline		✓
Lyrics - "Mississippi Goddam"		✓

Fig. 16. Screenshot of Canvas “Modules” page for Section 1. Module placeholder dates start from February 1st (e.g. Day 1 = 2/1).

4.3.1 Section 1 Introduction (For Teachers)

Section 1 Introduction (For Teachers)

Welcome to Section 1 of the learning module! In this two-day section, students will be exploring the sociopolitical context that helped produce the Black Power Movement and Black Panther Party. Students will focus on sentiments in the early 1960s, especially radical Black activists' criticism of the Civil Rights Movement. This week will contain the following topics and activities:

- **Day 1: Concept Mapping (Pre-Assessment)**
 - For this exercise, students will form small groups, then list and associate concepts related to the Civil Rights Movement, activism, and racial justice, then repeat the exercise as a class-wide activity. For educators, this activity aims to gauge students' background knowledge, preconceived ideas, and possible misunderstandings that can be considered throughout the rest of the module. For students, this assessment can help start discourse between students to encourage critical thinking and improved learning.
 - Gauges student perceptions of the Civil Rights Movement, racial justice, and successful activism used to achieve racial justice (**Learning Outcomes #1, #2, #3**)
- **Day 1 Take-Home Readings:**
 - Dr. Martin Luther King, Jr. - "Letter from a Birmingham Jail"
 - Gives MLK's analysis of the "white moderate's" perception of and reluctance towards Black activism (**LO #2**), illustrates Black activists' frustrations with reformism that developed into the Black Power Movement and BPP (**LO #1**).
 - Can be used to
 - Assata Shakur - *Assata: An Autobiography* (P. 137-140)
 - Shows students Assata's critiques of the NAACP's reformism, discusses her disillusionment with reformism as a means of racial equality, which she views as idealist - these sentiments are especially relevant to the BPP's, Black Power Movement's rise (**LO #1**). Also illustrates the socialist/anti-capitalist influence on the Black Power Movement (**LO #3**).
 - Malcolm X - On the March on Washington:
 - Another important critique of the Civil Rights Movement from Malcolm X - privileged public figures and white moderates (see: Letter from a Birmingham jail) were able to co-opt and neutralize radical mass movements (**LO #1**)
- **Day 2: "Mississippi Goddam" Discussion**
 - In this activity, students analyze Nina Simone's 1964 song, "Mississippi Goddam." This activity seeks to help students draw connections between Nina's song and the Day 1 take-home readings, to better evaluate the song's message and context within the Civil Rights Movement (**LO #1, #2**). Also reinforces Black frustrations with gradualism and the pace of Civil Rights Movement integrationism.

Fig. 17. Section 1 Introduction Canvas page. This page outlines in-class activities for each day in Section 1 (Day 1 and Day 2), and describes how activities target learning outcomes.

4.3.2 Pre-Assessment: Concept Map 1

Pre-Assessment: Concept Map 1

Published

Edit



We will begin Day 1 of class with a concept mapping exercise. Students will be divided into groups of 4-5 students, and will spend 20 minutes mapping figures, concepts, events, and characteristics they associate with the following terms:

- Activism
- Racial Justice
- Civil Rights Movement

Teachers will observe and moderate group discussions as needed. After group discussions, we will open up to class-wide concept mapping. The teacher will fill a class-wide concept bubble map based on student responses, one topic at a time. A sample concept map is shown below:

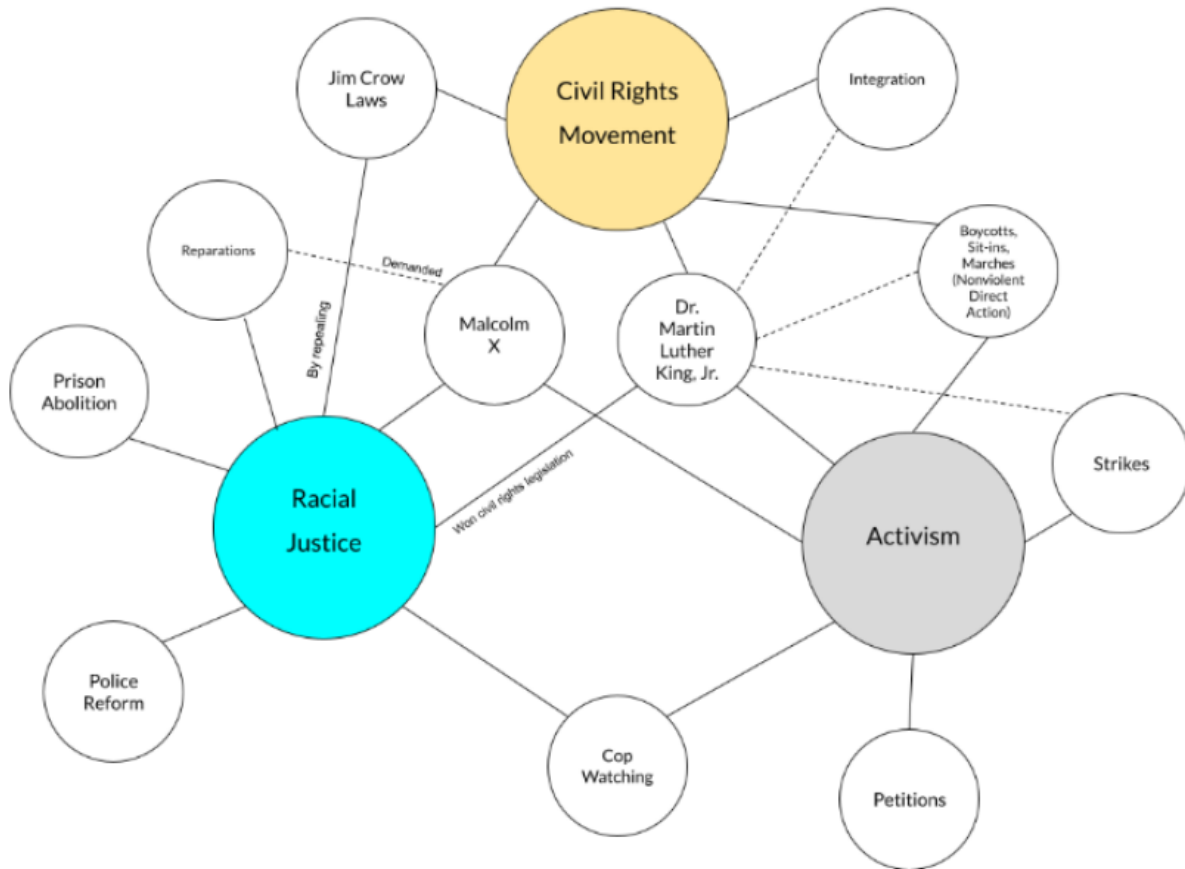


Fig. 18. Pre-Assessment: Concept Map 1 Canvas Page. Bottom of the page includes a sample concept map.

4.3.3 2/1 Take-Home Readings (Text Header)

4.3.3.1 2/1 Reading Questions

2/1 Reading Questions

*****For Teachers:** In this version of the module, these reading questions are meant to encourage better participation and critical thinking in the following class session's activity. These questions can also be expanded into a discussion board homework assignment/assessment, with students posting their answers and replying to two other posts, for example.

Students will read the assigned take-home readings with these questions in mind. After reading, students should write a brief 2-3 sentence response for each question.

Overarching Questions:

- What are the writers' perspectives on political change? What are their intended goals?
- What are their strategies, and how do they relate to one another? Are they compatible or irreconcilable?
- What is the behavior of the "white moderate" in the Civil Rights Movement, as described in these readings?

For MLK Jr., "Letter from Birmingham Jail:"

- What are "the conditions that brought the demonstrations into being" that MLK Jr. refers to (pg. 1)?
- What is direct action, and why does MLK Jr. pursue direct action as a strategy?
- What alternatives are presented to MLK Jr.'s form of direct action, and why does he reject them?
- What are MLK Jr.'s frustrations with "the white moderate?" How does this demographic relate to the Civil Rights movement?

For Malcolm X, "On the March on Washington:"

- How did the March on Washington change over time? What social demographics were involved (e.g. class, race)? How did these changes affect the goals of the march?

For Assata Shakur, *Assata: An Autobiography*:

- What does Assata admire about the NAACP? What are her criticisms of the group?
- How does Assata's perspective differ from that of the NAACP members? On integration?

Fig. 19. 2/1 Reading Questions Canvas Page. Page contains questions specific to each reading and overarching questions to synthesize information from all assigned texts.

4.3.3.2 Aug. 1963 - MLK, Jr. - Letter from Birmingham Jail - P. 1-4

[MLK - Letter from Birmingham Jail Link](#)³⁷

4.3.3.3 1964 - Malcolm X - On the March on Washington

[Malcolm X - On the March on Washington Link](#)³⁸

4.3.3.4 1987 - Assata Shakur - An Autobiography - P. 137-140

[Assata - An Autobiography Link](#)³⁹

³⁷ Martin Luther King, Jr. *Letter from Birmingham Jail*. CSU Chico, 1963.

https://www.csuchico.edu/iege/_assets/documents/susi-letter-from-birmingham-jail.pdf.


³⁸ Malcolm X. "Malcolm X on the March on Washington, 1964." Cengage, 1964.


https://college.cengage.com/history/ayers_primary_sources/malcolm_x_washington_1964.htm.

³⁹ Assata Shakur. *Assata: An Autobiography*, 1988.

4.3.4 “Mississippi Goddam” Discussion

This is a graded discussion: 100 points possible due Feb 2

 "Mississippi Goddam" Discussion
Mathew Siu



[Song Lyrics](#) ^e

Students will have an in-class discussion analyzing Nina Simone’s 1964 song, “Mississippi Goddam,” in the context of the Civil Rights Movement and the rise of the Black Power Movement. Teachers will also provide printed handouts of the lyrics to “Mississippi Goddam” and a basic Civil Rights Movement timeline.

Notes:

- “Alabama’s got me so upset” refers to the Birmingham, Alabama 16th Street Church Bombing in 1963, which killed 4 Black girls.
- “Tennessee made me lose my rest” refers to Tennessee cities (Nashville, Memphis, Jackson) which were major areas for civil rights struggle.
- “Mississippi” is likely referring to the 1963 assassination of Medgar Evers, a Civil Rights Movement leader.

Guiding Questions for Students:

- How is the phrase “do it slow/too slow!” used in the song? What or whose sentiment does the phrase express?
- How do Nina’s sentiments in the song relate to those in the assigned readings (MLK, Malcolm X, Assata)?
- What is Nina’s opinion of the Civil Rights Movement? Of political reform and integration?

Groups will discuss the text for 10 minutes, followed by a class discussion for the remaining class time (~40 min. including teacher debrief).

Fig. 20. “Mississippi Goddam” Discussion Canvas page. The page includes a link to song lyrics, notes on historical references, and guiding discussion questions.

4.3.4.1 1964 - Nina Simone - “Mississippi Goddam”

[“Mississippi Goddam” Song Link](#)⁴⁰

4.3.4.2 Civil Rights Movement Timeline

[Civil Rights Movement Timeline Link](#)⁴¹

4.3.4.3 Lyrics - “Mississippi Goddam”

[“Mississippi Goddam” Lyrics Link](#)⁴²

⁴⁰ *Mississippi Goddam (Live At Carnegie Hall, New York, 1964)*. YouTube, 2018. <https://www.youtube.com/watch?v=4tHYGfRot5w>.

⁴¹ Ferris University, *ibid*.

⁴² ““Mississippi Goddam” Lyrics.” AZLyrics, n.d. <https://www.azlyrics.com/lyrics/ninasimone/mississippigoddam.html>.

4.5 Section 2: The Black Panther Party (Text Header)

4.5.1 Section 2 Introduction (For Teachers)

Section 2 Introduction (For Teachers)

Welcome to Section 2! This section explores the history of the Black Panther Party, its philosophy and goals, as well its strategies to achieve those goals. In this section, students will engage with multimedia resources and activities to have a more holistic understanding of the BPP greater than a timeline of historical events. The materials used in these sections and their purposes are listed below:

- **Day 3: BPP Intro Presentation**
 - This presentation works as a primer for students on the Black Panther Party's history, ideas, goals, and strategies to achieve those goals. Party Program Assignment will be introduced and assigned at the end of Day 3. **LO #1, #3**
- **Day 3 Take-Home Readings**
 - The BPP Ten-Point Program
 - The Ten-Point Program is not only a list of demands, but a statement of the philosophy and goals of the Black Panther Party. Students will be able to relate the Ten-Point Program to radicals' frustrations during the Civil Rights Movement, and analyze how global trends impacted the document (e.g. anti-colonialism). **LO #1, #3**
 - Franz Schurmann - Intro to "To Die for the People"
 - Gives a detailed explanation of the global context that helped radicalize and create the Black Panther Party, with a special focus on anti-colonialism and Marxist theory. **LO #3**
- **Day 4: *The Black Panthers: Vanguard of the Revolution***
 - Secondary source (documentary) including retrospective accounts from former Black Panthers, covering the entire history of the Black Panther Party until its collapse. Students will be able to learn specific details about the BPP's copwatching and community survival programs, insights on the Black Panther Party's ideas and goals from real members of the BPP, as well as both negative and positive perspectives on the BPP from all sections of American society at the time (**LO #1, #2, #3**).
- **Day 4 Take-Home Readings**
 - "Fascination and Fear: Covering the Black Panthers"
 - This article provides common outside (often white) perspectives of the Black Panther Party, as demonstrated in New York Times articles from the time. The article illustrates the negative propaganda spins often put on by the paper, as well as some more sympathetic portrayals by mostly black writers. The article also gives a brief overview of police and FBI counterinsurgency programs against the BPP. Including this article aims to help students understand how perspectives of the Black Panther Party, and by extension, political mass movements, are affected by race and class backgrounds (**LO #2, #3**).
 - Rethinking Schools - "What We Don't Learn About the Black Panther Party - But Should"
 - This is a brief article discussing Black and White perceptions of the Black Panther Party, including mischaracterizations of the Black Panther Party in educational materials, especially the Party's portrayal as an antiwhite organization. Including this article aims to help students understand the prevalence of negative or reductive media on the Party's goals and motivations (**LO #1, #2**)
- **Day 5: BPP Newspaper Discussion**
 - Students will work with their assigned groups to analyze, then compare and contrast two copies of *The Black Panther* newspaper, their first published issue, and a volume from May 31, 1969. Discussion questions will help students relate their conceptual understanding of BPP political goals and influences with real primary sources. This assignment aims to take student understanding from a more distant "macro" level to a more specific "micro" level. The discussion questions listed in the assignment page encourage students to relate their observations to previously assigned take-home readings as well as in-class media and activities. By analyzing conflicting sources (*The Black Panther* vs. NYT's "Fascination and Fear"), students are also allowed to form their own unique but factually supported understandings of the Black Panther Party. (**LO #1, #2, #3**)
- **Day 6: Party Program Project**
 - *Project is announced on Day 3, Day 6 is the presentation day. Weekend gap recommended for students to complete projects. If needed teachers can draw from Optional Materials section to fill weekdays in between.*
 - Functions as an authentic assessment for students to demonstrate their learning. Students will need to analyze existing sources from the module, evaluate and analyze outside sources (esp. for biases and misconceptions related to their marginalized groups) to find needed supplemental information, and synthesize all the information they've collected to produce a well thought out party program. (**LO #1, #2, #3**)
- **Day 7: Concept Map 2 (Post-Assessment)**
 - Students work on a concept mapping activity similar to Day 1, but with additional terms. This post-assessment will help teachers gauge student learning and adjust the module for future uses if necessary. After Concept Map 2 is complete, students will be able to compare and contrast their maps (group and class-wide) with their previous maps from Day 1 to reflect on their learning and changes in understanding.

Fig. 21. Section 2 Introduction Canvas page. Includes descriptions for in-class activities and take-home readings from Day 3 to Day 7.

4.5.2 BPP Intro Presentation

[Link to BPP Intro Presentation](#)



Fig. 22. BPP Intro Presentation Cover Slide.

Conditions

- Continued Black repression
 - Mississippi Freedom Democratic Party (MFDP) Suppression
 - MFDP was integrated, promoted Black voter registration
 - Organizer Fannie Lou Hamer attacked in jail under police orders
 - Excluded from the Democratic National Convention by President Johnson and the Democratic Party in a backdoor deal
 - Malcolm X Assassination
 - Criticized integration/reformism, promoted revolutionary Black nationalism
 - Watts Riots/Uprising
 - Massive protests, riots against policing in Watts, Los Angeles, causing > \$40mil in property damage
- What do these events indicate?
 - Racial oppression remains through:
 - Poverty
 - Policing
 - Political Sabotage and Assassinations
 - Growing frustration with Civil Rights Movement strategies



Clockwise from left: Malcolm X; Fannie Lou Hamer testifying on police brutality at the 1964 Democratic National Convention; Aerial view of Watts Riots

Fig. 23. BPP Intro Presentation Slide 1. Conditions for the rise of the Black Power Movement.

Huey and Bobby

- Huey P. Newton (1942-89):
 - Born in Monroe, Louisiana to a working-class family
 - Youngest of 7 children, with a church minister father and a stay-at-home mother
 - Grew up illiterate; taught himself to read with Plato's *Republic* in high school
 - Quick-tempered and quick to fight, jailed for 6 months in 1964 for stabbing
- Bobby Seale (1936-):
 - Born in Houston, Texas
 - Often got in fights with bullies
 - Joined the U.S. Air Force before attending Merritt College



From left to right: Huey P. Newton and Bobby Seale.

Fig. 24. BPP Intro Presentation Slide 2. Backgrounds for Huey P. Newton and Bobby Seale.

College Activist Beginnings

- Huey and Bobby both join the **Revolutionary Action Movement (RAM)**, becoming close friends and studying literature on anti-colonialism, socialism, and armed African-American activism. Notable authors include
 - Frantz Fanon (*The Wretched of the Earth*)
 - Wrote on the Algerian War (1954-62), anti-colonial revolutions, and psychoanalysis of colonialism
 - Robert F. Williams (*Negroes with Guns*)
 - Armed NAACP chapter in Monroe, NC resisting KKK, segregationist local government
 - Various Marxist writers and revolutionaries, esp. Che Guevara and Mao Zedong
 - Key concepts: Proletariat and bourgeoisie, proletarian internationalism, violent revolution to establish a socialist state, guerrilla warfare
- Keep in mind: How do these ideas shape the Black Panther Party?



CW from bottom left: Robert and Mabel Williams; Algerian protests depicted in the 1966 film *The Battle of Algiers*; and a Chinese propaganda poster stating, "Long Live Marxism-Leninism and Mao Zedong Thought!"

Fig. 25. BPP Intro Presentation Slide 3. Huey Newton and Bobby Seale's activist backgrounds at Merritt College.

BPP Founding and Early Years

- Oakland BPP founded in October, 1966 as the Black Panther Party for Self Defense
- Studied California gun laws to legally open carry firearms
 - “Policing the police” - following police and observing arrests
 - Organized armed rallies and protests against police brutality, racial oppression
- Sell their party newspaper, *The Black Panther*
 - Publish **Ten-Point Program** in April 1967
- Oakland copwatching restricted in July 1967 - the Mulford Act bans open carry
- *Discuss: How do the BPP's actions relate to their leaders' political and philosophical backgrounds?*



Fig. 26. BPP Intro Presentation Slide 4. The founding and early activities of the Black Panther Party.

Party Development

- BPP expands nationwide, with local and central leaders, Huey Newton as figurehead
- “Black Power” expands into anti-capitalism, anti-imperialism in Party media
- Begins over 60 **community survival programs** across the USA, for “survival pending revolution,” including:
 - Free Food, Free Breakfast for Children
 - Free Medical Clinics
 - Black Panther Liberation Schools
- Builds coalitions with other left-wing groups, e.g. Fred Hampton’s Rainbow Coalition in Chicago



CW from top left: A 1968 photoshoot of Huey Newton; A graphic in a June, 1969 issue of *The Black Panther* newspaper, stating, “Afro-American solidarity with the oppressed People of the world.”; and A BPP Free Breakfast for Children service.

Fig. 27. BPP Intro Presentation Slide 5. Growth of the Black Panther Party’s membership, activism, and political scope.

Legacy

- Black militancy and nationalism has influenced present-day political organizations, militias
- Community survival programs inspire various mutual aid groups around the world



Top to bottom: Members of the controversial New Black Panther Party (NBPP) on patrol at the location of the 2020 Ahmaud Arbery killing; and a free food event organized by the People's Kitchen Collective in West Oakland, CA.

Fig. 28. BPP Intro Presentation Slide 6. The legacy of the Black Panther Party.

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Fig. 29. BPP Intro Presentation Slide 7. References Page 1.

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Fig. 30. BPP Intro Presentation Slide 8. References Page 2.

4.5.3 2/3 Take-Home Readings (Text Header)

4.5.3.1 2/3 Reading Questions

2/3 Reading Questions

***For Teachers: In this version of the module, these reading questions are meant to encourage better participation and critical thinking in the following class session's activity. These questions can also be expanded into a discussion board homework assignment/assessment, with students posting their answers and replying to two other posts, for example.

Students will read the assigned take-home readings with these questions in mind. After reading, students should write a brief 2-3 sentence response for each question.

Overarching Questions:

- What are the Black Panther Party's political goals as depicted in the two sources? Are they reformist? Revolutionary? Both?

For The BPP Ten-Point Program:

- What do each of these "points" indicate about American racial inequality during this period?
- The text following point 10 is an excerpt from the United States Declaration of Independence. How do the bolded sections of the excerpt reflect the Panthers' political beliefs and goals?

For Franz Schurmann, Intro to "To Die for the People:"

- How does this text depict the Panthers in an international context?
- What global movements or trends are the Black Panthers related to?
- How do these global movements and trends apply to the American social context? According to Sherman? According to you?

Fig. 31. 2/3 Reading Questions Canvas page.

4.5.3.2 BPP Ten-Point Program - 1968 ver.

[BPP Ten-Point Program Link](#)

4.5.3.3 Franz Schurmann - Intro to "To Die for the People: The Writings of Huey P. Newton"

[Franz Schurmann Intro Link](#)⁴³

⁴³ Huey P. Newton, and Franz Schurmann. *To Die for the People the Writings of Huey P. Newton*. New York, NY: Random House, 1972.

4.5.4 Documentary: “The Black Panthers: Vanguard of the Revolution”

Documentary: "The Black Panthers: Vanguard of the Revolution"

To-Do Date: Feb 4 at 11:59pm

***For Teachers: For the 2/4 class period, students will watch the 2015 documentary, *The Black Panthers: Vanguard of the Revolution*. This film explores the history of the Party from its very beginning until its withdrawal and collapse; the first hour explores the time period most relevant to the module focus. Discussion questions may be given as printed handouts for students to complete during the film, or as a Canvas discussion board assignment.

Discussion Questions:

- How do commentators in the documentary perceive the Black Panther Party? Are there differences in their perceptions, and do they contradict each other? If there are differences, why?
- How did the BPP perceive itself during its early years? What were its goals?
- What social demographics and organizations did the BPP associate with? Why?
- Did this film challenge your understanding of the Black Panther Party? How?
- Where do you agree or disagree with commentators in the film?

Fig. 32. *The Black Panthers: Vanguard of the Revolution* Canvas page. Includes a set of film discussion questions, and teacher instructions on how to assign questions as in-class or take-home Canvas work.

4.5.4.1 “The Black Panthers: Vanguard of the Revolution”

[“The Black Panthers: Vanguard of the Revolution” Link](#)⁴⁴

⁴⁴ *The Black Panthers: Vanguard of the Revolution*. Amazon Prime Video, 2016.
https://www.amazon.com/gp/video/detail/B08F3G2VYD/ref=atv_dl_rdr?autoplay=1.

4.5.5 2/4 Take-Home Readings (Text Header)

4.5.5.1 2/4 Reading Questions

2/4 Reading Questions

***For Teachers: In this version of the module, these reading questions are meant to encourage better participation and critical thinking in the following class session's activity. These questions can also be expanded into a discussion board homework assignment/assessment, with students posting their answers and replying to two other posts, for example.

Students will read the assigned take-home readings with these questions in mind. After reading, students should write a brief 2-3 sentence response for each question.

Overarching Questions:

- What parties are involved in creating historical narratives of the Black Panther Party? How do their interests, beliefs, and backgrounds differ from each other? How may these interests, beliefs, and backgrounds influence their perceptions of the Black Panther Party?

For The New York Times, "Fascination and Fear:"

- How do the reactions in this text relate to those mentioned in MLK's "Letter from Birmingham Jail?"
- How does media opposed to the Black Panthers portray the Party?

For Rethinking Schools, "What We Don't Learn About the Black Panther Party - But Should:"

- How are aspects of the BPP emphasized or diminished in media portrayals? How do these changes affect perceptions of the BPP?

Fig. 33. 2/4 Reading Questions Canvas Page.

4.5.5.2 “Fascination and Fear: Covering the Black Panthers”

[Fascination and Fear Link](#)⁴⁵

4.5.5.3 Rethinking Schools - “What We Don’t Learn About the Black Panther Party - But Should”

[Rethinking Schools Link](#)⁴⁶

⁴⁵ Giovanni Russonello. “Fascination and Fear: Covering the Black Panthers.” The New York Times. The New York Times, October 15, 2016. <https://www.nytimes.com/2016/10/16/us/black-panthers-50-years.html>.

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4.5.6 BPP Newspaper Discussion

BPP Newspaper Discussion

To-Do Date: Feb 5 at 11:59pm

Student groups will examine, then compare and contrast two copies of *The Black Panther* newspaper from two different periods of BPP development: their first published volume from April 25, 1967, and Vol. 3, No. 6 from May 31, 1969. Begin with the newspaper cover and article headlines before skimming or reading text. After 20 minutes of group work, the activity will expand into a class-wide discussion. Consider these discussion questions as you work through both documents:

- How does your perception of the BPP from the *Black Panther* newspaper compare to the perceptions presented in "Fascination and Fear?"
- Who is the intended audience of *The Black Panther*? Does this intended audience change from the 1967 to 1969 issue?
 - Consider the NYT take-home reading. How did white perceptions of the Black Panther Party change or differ from 1967 to 1979?
- How does *The Black Panther* newspaper's subject matter change over time?
 - How do these subject matter changes reflect the development of the Black Panther Party? Politically? Culturally?
 - How do these subjects relate to the social issues stated in the Ten-Point Program?
- How are domestic and global trends represented in *The Black Panther*?
 - Consider: previous readings on the Civil Rights Movement, Huey and Bobby's political affiliations at Merritt College

[BPP Newspaper #1 - April 25 1967.pdf](#) ↓

[BPP Newspaper May 31 1969.pdf](#) ↓

Fig. 34. BPP Newspaper Discussion Canvas Page. Includes discussion questions to compare and contrast two volumes of *The Black Panther*.

4.5.6.1 “The Black Panther” Vol. 1 No. 1 - April 25, 1967

[BPP Newspaper #1 Link](#)

4.5.6.2 “The Black Panther” Vol. 2 No. 20 - May 31, 1969

[BPP Newspaper #2 Link](#)⁴⁷

⁴⁷ “The Black Panther Newspaper.” Marxists Internet Archive. Accessed May 5, 2021. <https://www.marxists.org/history/usa/pubs/black-panther/index.htm>.

4.5.7 Party Program Project

Party Program Project



For this assignment, project groups will develop a party platform for a current aspect of civil rights struggle based on the Black Panther Party's Ten-Point Program and other class readings.

- Students will submit a party program document in the following format: 2-3 pages, 12pt, Times New Roman, double spaced.
- Students will also create an 6-8 minute slideshow presentation explaining the components of their party program.
- Groups will develop a set of civil rights demands in one social class (race, gender, sexuality, ability, economic class).
- Groups will cite 3 or more prior course readings to develop their demands.
- Groups will use 2-3 additional citations from reputable sources (peer-reviewed journals or newspapers, no opinion pieces!) including at least one interview with a peer or contemporary public figure from the social class.

Students may start researching and developing their party programs after the project is announced at the end of Day 3. Groups will give slideshow presentations for their party programs in class on Day 6.

Fig. 35. Party Program Project Canvas page. Includes basic project guidelines for the Party Program Project.

4.5.7.1 Party Program Rubric

	3	2	1
Research and Citations	Project cites 3 or more prior course readings and 2-3 additional citations from reputable sources, including at least one interview with a peer or public figure from the represented social class.	Project cites fewer than 3 prior course readings or fewer than 2 additional citations, or does not include at least one interview with a peer or public figure from the represented social class.	Project citations do not meet any of the specified source requirements.
Program Content	Program demands and justifications are informed by analysis of cited course readings and additional sources. Reasoning and arguments for these demands can be understood.	Program demands and justifications are not fully supported by analysis of sources. Document presents leaps in logic but can be understood by the reader after referring to the source.	Program demands and justifications are not informed by sources and/or source analysis.
Program Writing	Party program document is written in the assigned format with no major spelling and/or grammatical errors.	Document is written in the assigned format, but includes spelling and/or grammatical errors that impede reading. Claims and information can still be understood by reader.	Report is noticeably shorter than 3-4 pages and/or does not resemble the assigned format. Report includes severe spelling and/or grammatical errors that make the document largely unreadable and claims difficult to parse.
Presentation	Presentation is between 6-8 minutes. Arguments and explanations in the party program document are clearly summarized in the presentation.	Presentation is noticeably shorter or longer than 6-8 minutes, and/or information in the party program document is not clearly conveyed to the audience before student questions.	Party program information is not clearly conveyed to the audience before student questions, and student question answers do not demonstrate an understanding of module material or other cited sources.

Fig. 36. Party Program Rubric. Project grades are given on a scale of 1 to 3 based on citations, party program content, program writing, and class presentation quality.

4.5.8 Post-Assessment: Concept Map 2

Post-Assessment: Concept Map 2

✔ Published
✎ Edit
⋮

We will conclude the class with a concept map resembling the pre-assessment. Student groups will spend 20 minutes mapping figures, concepts, events, and characteristics they associate with the following terms:

- Activism
- Racial Justice
- Civil Rights Movement
- Black Panther Party

After group discussions, we will open up to class-wide concept mapping. The teacher will fill a class-wide concept bubble map based on student responses, one topic at a time. After completing Concept Map 2, students will be presented with the pre-assessment concept map from Day 1, and the class will discuss the differences and similarities between the two maps.

Fig. 37. Post-Assessment: Concept Map 2 Canvas page. Terms are identical to Concept Map 1 with the addition of “Black Panther Party” for students to compare new knowledge to prior conceptions.

4.6 Optional Materials

Optional Materials		✓ + ⋮
⋮	Optional Materials Introduction	✓ ⋮
⋮	Documentary: "Black Power Mixtape 1967-1975" Feb 4	✓ ⋮
⋮	Black Power Mixtape 1967-1975	✓ ⋮
⋮	Community Program Project 100 pts	✓ ⋮
⋮	Community Program Rubric	✓ ⋮
⋮	Domestic Response and COINTELPRO	✓ ⋮
⋮	Judas and the Black Messiah	✓ ⋮
⋮	Revolutionary Left Radio: Revisiting the Assassination of Fred Hampton: New FOIA Docs, COINTELPRO, and the "Black Messiah"	✓ ⋮
⋮	BPP Political Cartoon Discussion 100 pts	✓ ⋮

Fig. 38. Screenshot of Canvas “Modules” page for Optional Materials section.

4.6.1 Optional Materials Introduction

Optional Materials Introduction

- *Black Power Mixtape* - dir. Göran Olsson
 - This unique documentary features contemporary interviews and found footage from Swedish journalists following the Black Power Movement, retrospective commentary from those involved in the movement, as well as words from later Black activists and public figures influenced by the movement. The first 28 minutes of the documentary describe the social situation that produced the Black Power Movement.
 - **Purpose:** Can substitute *The Black Panthers: Vanguard of the Revolution* on Day 4. Informs class discussions on media perceptions of the Black Panther Party. Portrayal of the BPP can be compared with BPP's self-portrayal in Day 5 Newspaper Discussion.
 - Helps fulfill **Learning Outcomes 1, 2**
- Community Program Project
 - Student groups develop a community service program resembling the BPP's community survival programs, and informed by course readings and independent research.
 - **Purpose:** Functions as authentic assessment for students, who translate learning into real-world plans. Has great STEM interdisciplinary potential by emphasizing technical and logistical aspect of program.
 - Helps fulfill **Learning Outcome 1** (Primarily interdisciplinary value)
- Domestic Response and COINTELPRO
 - *Judas and the Black Messiah*
 - Students view a present-day portrayal of the BPP. Can be compared to the depictions of the BPP from the 1960s to see how perceptions are affected by class, race, and historical period. Students analyze how different aspects of the BPP may be emphasized or subdued in popular culture, esp. violent revolution vs. community aid aspects.
 - Helps fulfill **Learning Outcomes 1, 2, 3**
 - Revolutionary Left Radio: Revisiting the Assassination of Fred Hampton
 - Students listen to a Marxist academic's viewpoint on the BPP, along with a deep dive into the roles of local police, courts, and the FBI's COINTELPRO in destabilizing the Party. Students can gain a deeper understanding of Marxist and anti-colonial influences (see: global trends, Learning Outcome #3) in the Black Panther Party, an aspect that is often subdued in present-day depictions such as *Judas and the Black Messiah* and demonized during the Black Panthers' existence.
 - Helps fulfill **Learning Outcomes 1, 2, 3 (esp. 3)**
- BPP Political Cartoon Discussion
 - Helps students synthesize Day 1 take-home readings and information from the BPP intro slideshow. Students analyze a political cartoon comparing white/moderate reactions to Black activist trends during the Civil Rights Movement and the Black Power movement.
 - Helps fulfill **Learning Outcomes 1, 2**

Fig. 39. Optional Materials Introduction Canvas page. This page outlines optional in-class activities and take-home media, as well as their relevant learning outcomes.

4.6.2 Documentary: “Black Power Mixtape 1967-1975”

Documentary: "Black Power Mixtape 1967-1975"

To-Do Date: Feb 4 at 11:59pm

*** **For Teachers:** For a broader look at the Black Power Movement, including a look at Malcolm X and Kwame Ture (AKA Stokely Carmichael), *Black Power Mixtape 1967-1975* can be used to replace or supplement *Black Panthers: The Vanguard of the Revolution*. Discussion questions may be given as printed handouts for students to complete during the film, or as a Canvas discussion board assignment.

Discussion Questions:

- How does political messaging in Black Power Movement groups differ from that of the Civil Rights Movement? What do they have in common with each other? Is the Black Power Movement a development of the Civil Rights Movement or a rejection of it?
- How does political messaging vary between different Black Power groups (e.g. the SNCC and the Black Panther Party)?
- How does this film's portrayal of the 1967-1975 Black activist period compare to your prior conceptions?
- What forms of Black activism are portrayed in the documentary? How do they compare to methods in the Civil Rights Movement?

Fig. 40. *Black Power Mixtape 1967-1975* Canvas page. Includes discussion questions and steps to assign the questions as student work.

4.6.2.1 Black Power Mixtape 1967-1975

[Black Power Mixtape Link](#)⁴⁸

⁴⁸ *The Black Power Mixtape 1967-1975*. Internet Archive. Campi Bisenzio (FI): Cecchi Gori entertainment, 2017. <https://archive.org/details/TheBlackPowerMixtape196719756bryh0IFMhg>.

4.6.3 Community Program Project

Community Program Project

Published

Edit



Based on your previous party platform assignment, create an outline, including technical and logistical requirements, for a community program addressing a contemporary social issue. How will community members be convinced to participate? How will the program be supplied and carried out?

For this project, groups will:

- Identify a present-day social issue relevant to the group you represented in the Party Program assignment. Groups can lift an issue directly from the party program assignment or introduce a new one.
- Find **two or more** existing community programs that are related to the issue you seek to address, e.g. local Food Not Bombs chapters for food insecurity, Habitat for Humanity for housing inequality, bail funds and prison education programs for mass incarceration, counseling for suicide prevention, etc.

Groups will submit a 3-4 page document (12 font, double-spaced, Times New Roman), drawing from 3-5 reputable sources (may lift multiple sources from the party program assignment) and containing the following:

- Problem Statement: What issue is the organization trying to address? How is your represented demographic materially affected by this issue (e.g. quality of life, access to services, social position)?
- Program Description: What programs does your community organization propose? How will your program reduce or resolve the issue? Why did you decide on this program over alternative measures? Identify the benefits and limitations of your program versus those of 1-2 known alternatives.
- Technical and Logistical Requirements: What is the scale of the program? A neighborhood? A city? A country? How will people be convinced to join or volunteer? How will funding and resources be raised?

The grading rubric for this project [can be viewed here](#) ↓ .

Fig. 41. Community Program Project Canvas page. This page outlines submission guidelines for the Community Program Project, and links to a detailed grading rubric.

4.6.3.1 Community Program Rubric

	3	2	1
Research and Citations	Project report draws 3-5 reputable sources , as well as two or more distinct community programs or organizations relevant to the identified issue.	Project report draws from either fewer than 3 reputable sources , or fewer than 2 community programs/organizations relevant to the identified issue than required.	Project report draws from little to no reputable sources or community program/organization information relevant to the identified issue.
Writing	Report is 3-4 pages and is clearly understood by the reader. Report follows a clear line of reasoning with no major spelling and/or grammatical errors.	Report is 3-4 pages and includes major spelling and/or grammatical errors that impede reading. Claims and information can still be understood by the reader.	Report is noticeably shorter than 3-4 pages, and/or includes severe spelling and/or grammatical errors that make the report largely unreadable and claims difficult to parse.
Problem Statement	Problem statement identifies an issue relevant to the represented demographic, and analyzes the material effects of the issue using reputable sources.	Material analysis of and claims related to the social issue are either insufficiently supported by sources.	Material analysis does not cover fundamental issues makes claims that are wholly unsupported by sources
Program Description	Description proposes the group's community program, outlines how it addresses the issue, and argues for the program choice over known alternatives.	Description does not fully or clearly link the program to the issue the group seeks to address, or does not fully weigh program benefits over known alternatives.	Program cannot feasibly be linked to the issue the group seeks to address, and/or program is not weighed with alternatives.
Technical and Logistical Requirements	Section estimates the scale, fundraising, and recruiting/volunteer base for the program backed by information from two or more existing community organizations or programs.	Section estimates the scale, fundraising, and recruiting/volunteer base for the program backed by information from fewer than two existing community organizations or programs.	Section makes estimates backed by little to no references to existing community organizations or programs.

Fig. 42. Community Program Rubric. 5 categories (citations, writing, problem statement, program description, technical requirements) are graded on a scale of 1 to 3.

4.6.4 Domestic Response and COINTELPRO

Domestic Response and COINTELPRO

In this optional section, students will explore the United States government response to the Black Panther Party, especially in repressive actions such as police violence and COINTELPRO.

***FOR TEACHERS: This section helps fulfill Learning Outcome #3 (international context and situating in global trends). The FBI's response to the BPP may be analyzed in the international context of anti-colonial and communist movements, which may help students better understand the domestic implications of those movements.

Fig. 43. Domestic Response and COINTELPRO Canvas page. Gives a brief introduction to the subsection and information to teachers on how to use it.

4.6.4.1 Judas and the Black Messiah

[Judas and the Black Messiah Link](#)⁴⁹

⁴⁹ *Judas and the Black Messiah*. YouTube, 2021. <https://www.youtube.com/watch?v=7ykX81Hm0dY>.

4.6.4.2 Revolutionary Left Radio: Revisiting the Assassination of Fred Hampton: New FOIA Docs, COINTELPRO, and the “Black Messiah”

[Revolutionary Left Radio Link](#)⁵⁰

4.6.5 BPP Political Cartoon Discussion

This is a graded discussion: 100 points possible

due -

BPP Political Cartoon Discussion

Mar 24 at 2:54pm

Student groups will discuss the 1969 political cartoon shown below:



1965 - A Black couple sings "We shall overcome..." while waving an American flag. A white man in the background says, "Beautiful, beautiful...sniff."

1969 - A Black couple sings "We shall overthrow..." with a raised fist. A white man in the background says, "My God! Anarchy!"

Guiding Tasks/Questions:

- What is the importance of the dates shown? What movements and political struggles could they be referring to?
- Notice the different features (e.g. clothing, accessories, behavior) in the two depictions. What do these features symbolize? What message does the cartoon convey about the couples and the bystander from each period?
- How does this cartoon relate to earlier class readings (Malcolm X on the March on Washington, MLK's Letter from a Birmingham Jail)?

Groups will discuss the text for 10 minutes, followed by a class discussion for the remaining class time (~40 min. including teacher debrief).

Fig. 44. BPP Political Cartoon Discussion Canvas Page. Page includes description of fine details in the cartoon for accessibility purposes and a set of guiding questions.

⁵⁰ Brett O'Shea, *ibid.*

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