

Title: Black Power Movement

Grade Level: 9-12

Subject: ELA & Social Studies

Keywords: Movement, SNCC, Stokely Carmichael, CORE, Black Panther

Lesson Plan:	Black Power Movement
Subject:	American History
Grade:	9-12
Description/ Abstract of Lesson	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.S.4.1 SS.912.A.7.6	Describe how individuals are affected by the different social groups to which they belong. Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life
LAFS912.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
LAFS.912.WHST.3 .9	Draw evidence from informational text to support analysis, reflection and research.
Objective(s):	<ul style="list-style-type: none">• Students will follow the timeline of non-violence organization such as SNCC to Black Power Movement political ideas• Identify the change from non-violence to political movements• Analyze Stokely Carmichaels character• Analyze primary and secondary sources of the author's point of view
Materials:	<ul style="list-style-type: none">● Black Power Movement PowerPoint Timeline● Notebook paper● Pen● poster paper● Photos of SNCC, Black Power Movement, CORE
Duration:	<ul style="list-style-type: none">● 1-2 class periods● Block Scheduling (90 min.) 2 class period
Lesson Lead In/ Opening:	<ol style="list-style-type: none">1. Open the class discussion from the Warmup or Do Now.2. Ask the question: When you hear the words "Black Power" what do you think they mean? Explain to the students about the word perception. In the 60s most Blacks viewed the word as a sense of pride. But, white's opinion of the words were violence.3. Teach using the Black Power Movement PowerPoint
Activity 1:	Warm up or Do Now: copy, analyze then explain in your own words Stokely Carmichael's excerpts from his "What We Want," 1966 Speech. "Black Power means proper representation and sharing of control. It means the creation of power base from which black people can work to change statewide or nation-wide patters

	of oppression through pressure from strength.”
Activity 2:	Provide students with Primary and Secondary Sources (Speeches and/or pictures) Stokely Carmichael’s John Lewis, Diane Nash, Ella Baker, James Meridith have students work as a team Identifying what would be the best title?
Activity 3:	Have students design a magazine cover: Research pictures speeches Students cover should express their point of view and the Black Power movement point of view <ul style="list-style-type: none"> • Create a subtitle that will catch reader’s attention • Two or more visuals from your research • Captions explaining the author’s point of view • Powerful words to communicate the student’s point of view
Higher Order Thinking Questions:	What were the goals of the Black Power Movement activist? What strategies did they use?
Suggested Books:	Because They Marched: The Peoples Campaign for Voting Rights That Changed America by Russell Freedman
Web Resources	<p>www.eji.org</p> <p>http://libcdm1.uncg.edu/cdm/fullbrowser/collection/CivilRights/id/2755/rv/com-poundobject/cpd/2757</p> <p>www.britannica.com > biography > Stokely-Carmichael</p> <p>1. James Brown’s song “Say it loud: I’m Black and I’m Proud”, (1968)</p> <p>2.</p> <p>https://www.history.com/topics/black-history/congress-of-racial-equality</p> <p>https://snccdigital.org/category/timeline/1965-1969/</p>