**Lesson Plan Template**

Author’s Name: Brianne Makoski

Lesson Title: Black Communism

Grade Level: 7th Grade

Compelling Question: How did the American Communist Party collaborate with Black Activists to fight for economic and social justice during the 1930’s?

**Lesson Foundations**

|  |  |
| --- | --- |
| Content Standards | 7. 16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning. |
| Learning Objective(s) | (LO1): SWBT examine the relationship between the American Communist Party and Black Activists. (LO2): SWBT discuss Black Communism and its effects on real-world issues during the 1930’s.  | Assessment(s)Include LO being addressed | A1 (LO1): [Give One, Get One](https://www.facinghistory.org/resource-library/teaching-strategies/give-one-get-one)A2 (LO2): [Think, Pair, Share](https://www.readingrockets.org/strategies/think-pair-share)  A3 (LO1&LO2): Class Discussion A4 (LO1&LO2): Exit Ticket- Compelling Question |
| Materials & Resources | **Teacher*** *Workers of the World* article (<https://www.picturingblackhistory.org/workers-of-the-world>)
* *Strange Fruit* by Billie Holiday (<https://www.youtube.com/watch?v=Web007rzSOI>)
* Images:
	+ *Southern Worker* Newspaper (<https://dlib.nyu.edu/southernworker/>)
	+ *The Communist Party and Black Liberation in the 1930s* image (<https://isreview.org/issue/1/communist-party-and-black-liberation-1930s/index.html>)
	+ *The Communist Party in 30s* image (<https://www.peoplesworld.org/article/the-communist-party-in-the-30s-the-depression-and-the-great-upsurge/>)
	+ *The Communist Party USA* image (<https://www.jacobinmag.com/2020/05/mccarthyism-red-scare-civil-rights-movement>)
* Graphic organizer (includes Opener Then/Now, Give One, Get One, Think, Pair, Share, and Exit Ticket to answer Compelling Question)
* PowerPoint

**Student*** Pencils
 |

**Instructional Procedures/Steps**

|  |  |
| --- | --- |
| Opening\_\_\_\_5\_\_\_\_\_\_ Minutes | * **PowerPoint Slide 1:** Teacher will display Then/Now picture to engage students while walking in the classroom. Teacher will hand each student their Graphic Organizer, so students can write what they notice in the Then/Now pictures **(Sources Packet- Document G, H)**. *Strange Fruit* by Billie Holiday **(Sources Packet- Document B)** will be playing in the background as students walk to their seats. *Strange Fruit* by Billie Holiday relates to the types of issues Black Communists were fighting for during the 1930’s. Teacher will have small discussion on Then/Now pictures.
	+ Teacher will ask:
		- What time period do you think the top image took place in? How do you know?
		- What time period do you think the bottom image took place in? How do you know?
		- How are the top and the bottom image’s protest signs similar? How are they different?
		- (Expanding off the question before):

What social injustices are these two images fighting for?* + - What else do you notice about these two images that are the same?
		- What do you think is the topic for today’s lesson? Explain.
* **PowerPoint Slide 2:** This will lead the class into the introduction of today’s lesson, Black Communism, and the compelling question: How did the American Communist Party collaborate with Black Activists in the workplace during the 1930’s?
 |
| Instruction\_\_\_\_\_35\_\_\_\_\_ Minutes | * **PowerPoint Slide 3:** Teacher will display learning objectives and the lesson’s overview.
* **PowerPoint Slide 4:** Teacher will give directions on first learning strategy of lesson:

**A1:** Teacher will pass out excerpts of the *Workers of the World* article **(Sources Packet- Document A)** and directs students to go to [Give One, Get One,](https://www.facinghistory.org/resource-library/teaching-strategies/give-one-get-one) section in Graphic Organizer, which focuses on the relationship between the American Communist Party and Black Activists. Students will have 5 to 7-minute timer to read excerpts of the article and fill out three Give One’s on Graphic Organizer independently (look at accommodations/enrichment section). Students three Give Ones will be social injustices they found in the article that The American Communist Party and Black Activists worked together to fight against, which shows the relationship The American Communist Party built with Black Activist in and outside the workplace during the 1930’s. After first timer goes off, Teacher will have another 5-minute timer for students to walk around the room to conduct Give One, Get One, learning strategy. Students will have three Get One’s to fill out in Graphic Organizer. Students three Get Ones will be additional social injustices that their peers have found in the article that also demonstrates the relationship The American Communist Party built with Black Activist in and outside the workplace during the 1930’s.* Teacher will ask during Give One, Get One learning strategy:
	+ What do you already know about the American Communist Party?
	+ What do you already know about how the Black community was treated in the United States leading up to the 1930’s?
	+ What caused the American Communist Party to see social injustices as more than a class issue?
	+ How Black Activists impact the American Communist Party view on racial discrimination? Explain.
	+ What caused the Black membership in the American Communist Party to “boom”?
* After Give One, Get One, students will return to their seats.
* **PowerPoint Slide 5:** Teacher will give directions on second learning strategy of lesson:

**A2:** Teacher will create 5 small groups of five students and hand each group a picture from the Black Communist movement. Teacher will direct students to go to, [Think, Pair, Share](https://www.readingrockets.org/strategies/think-pair-share), section in Graphic Organizer. Teacher will give students a 5-to-7-minute timer for students to look over pictures **(Sources Packet- Document C, D, E, F)** and Think, Pair, Share, with their group about the effects Black Communism had on real-world issues during the 1930’s. * Teacher will ask during Think, Pair, Share, learning strategy:
	+ What social injustices were targeted in your group’s image?
	+ (Expanding off the question before):

What does this tell you about the real-world issues happening during the 1930’s?* + How do these images relate to the Then/Now images from the beginning of the lesson?
	+ Are we seeing these same social injustices happening in current society? Explain.
	+ Based off your group’s image, how did Black Communists get their message out to Black community?
* After Think, Pair, Share, students will return to their seats.
* **PowerPoint Slide 6:** Overview on *Workers of the World* and Black Communist pictures.

**A3:** Teacher will have class discussion on *Workers of the World* excerpts and Give One, Get One (what did students think were the most important aspects on the relationship between the American Communist Party and Black Activists) and Black Communism pictures and the student’s Think, Pair, Shares (what did students notice about the effects Black Communism had on real-world issues during the 1930’s). * Teacher will ask during class discussion:
	+ From the Give One, Get One: what was the relationship between the American Communist Party and Black Activists?
	+ From the Give One, Get One: what do you think were the most important social injustices the American Communist Party and Black Activists were fighting for? Why?
	+ From the Think, Pair, Share: how are these four images similar? How are they different?
	+ From the Think, Pair, Share: how did Black Communists influence the Black community?
	+ From the Think, Pair, Share: how has Black Communism impacted future Black Activist groups? Black panthers? Student Nonviolent Coordinating Committee? The Black Lives Matter Movement?
 |
| Closure\_\_\_\_\_5\_\_\_\_\_ Minutes | * **PowerPoint Slide 7:** Exit Ticket (Compelling Question).

**A4:** Teacher will display compelling question from the beginning of the lesson: How did the American Communist Party collaborate with Black Activists in the workplace during the 1930’s? Teacher will direct students to go to the section of their Graphic Organizer to answer exit ticket. Students will have a 5-minute timer to answer the compelling question. * Teacher will collect all the student’s graphic organizers once 5-minute timer goes off. Students will transition to their next class.
 |
| Accommodations/ Enrichment | IEP/504/ELL Students: * Differentiated Graphic Organizer: color coding, sentence starters, highlighting, and bolded words (includes Opener Then/Now, Give One, Get One, Think, Pair, Share, and Exit Ticket to answer Compelling Question)
* Highlighted excerpts of the *Workers of the World* article
* Assigned Peer Buddies during learning strategy (Think, Pair, Share, and Give One, Get One)

Gifted Students:* Designated Peer Buddy for students listed above
 |