

Lesson Plan

Title	Fred Hampton and the Rainbow Coalition	Grade	9 th – 12 th
Content Area	Social Studies, US History, Chicago History, Cultural History, Current Events	Time Frame	2 classes
Lesson Description: In this lesson students will learn about the assassination of Fred Hampton at the hands of Chicago police and the FBI, Hampton's attempt to unite various ethnic groups/gangs/organizations to form the Rainbow Coalition to address intersectional issues faced by working-class Chicagoans. Additionally, students will get to see connections to current day issues through art and cross-cultural unity in response to recent events. Students will be able to imagine a current day Rainbow Coalition by researching modern day organizations and the work that they do. Student will be able to create zines to propose this modern-day Rainbow Coalition.			
Established Goals (Standards): Common Core: CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.4 CCSS.ELA-LITERACY.RH.9-10.7 Illinois Social Studies Standards: SS.H.1.9-12. SS.H.2.9-12. SS.H.3.9-12. SS.H.4.9-12. SS.H.5.9-12. SS.H.7.9-12. SS.H.8.9-12. SS.H.12.9-12		Vocabulary: Black Panther Party Young Lords Urban Renewal Gentrification Displacement Young Patriots Coalition Students for a Democratic Society Brown Berets American Indian Movement Red Guard Party Multi-cultural	
Essential Questions: <ul style="list-style-type: none"> How is art used to challenge traditional historical narratives you have learned about so far? What is the relationship between art, history, and civic engagement? How is art being used in the present day to advance social movements? What is the overlap in goals and missions of various organizations? 		Enduring Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Activists and artists often work in tandem for change. Artists can use art as a form of resistance and social/historical critique. Redevelopment is often used to displace and gentrify working class, communities of color. 	
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> The definition of coalition. The various struggles that various community organizations are addressing. 		Skills: <i>Students will be able to ...</i> <ul style="list-style-type: none"> Annotate a reading by using the Marking the Text strategy. 	

<ul style="list-style-type: none"> The ways in which communities organize and rally around issues. 	<ul style="list-style-type: none"> Do preliminary research on community organizations. Propose potential partnerships between various community organizations.
Texts/Resources: <ul style="list-style-type: none"> Fred Hampton and the Rainbow Coalition Reading. (Included in lesson materials) Fostering Civil Discourse Guide. (included in materials) 	
<ol style="list-style-type: none"> Bellringer/Opener: Ten Point Program Share-Out - 10 mins <ul style="list-style-type: none"> Have students look over the following ten points: <p>What We Want Now!</p> <ul style="list-style-type: none"> We want freedom. We want power to determine the destiny of our Black Community. We want full employment for our people. We want an end to the robbery by the capitalists of our black and oppressed communities. We want decent housing, fit for shelter of human beings. We want education for our people that exposes the true nature of this decadent American society. We want education that teaches us our true history and our role in the present day society. We want all Black men to be exempt from military service. We want an immediate end to POLICE BRUTALITY and MURDER of Black people. We want freedom for all Black men held in federal, state, county and city prisons and jails. We want all Black people when brought to trial to be tried in court by a jury of their peer group or people from their Black Communities, as defined by the Constitution of the United States. We want land, bread, housing, education, clothing, justice and peace. Without any context, ask students to share-out their thoughts and reactions to the ten points. Guide them using the following prompts: <ul style="list-style-type: none"> What is being asked for in these ten points? What is the purpose? When do you think this was created? Why that time period? Who do you think created it? As students start to respond, make notes of responses that mention social movements, both current and past, as the ten points are very much still relevant to today. Ten Points Program context - The Ten Point Program or Platform was written by Black Panther Party Founders Huey P. Newton and Bobby Seale in 1966. It contains two parts, the first is the "What We Want Now" list of immediate demands for the black community (listed above), and a "What We Believe" section of an additional ten points that state the BPP's philosophical beliefs. Additionally, ask students what connections they can make to any demands or calls for action that they have seen recently. Reading Activity: Fred Hampton and the Rainbow Coalition - 20 mins <ul style="list-style-type: none"> Introduce the article by giving a brief intro of the Black Panthers, if students have not learned of them yet, building off of the bellringer activity. 	

- Have students read the article as they use the Marking the Text strategy.
- The reading can be done independently, as pairs, and/or as a whole class.
- Have students answer the comprehension question in the back and if time permits, have students share out their thoughts on the article.

3. Journal Reflection: Reflecting on Current Unrests - 10mins

- *Given the topic and recency of some of these events, students should have the opportunity to reflect and express their thoughts, frustrations, emotions, etc. This is an ongoing process for many students, and adults, in general and this particular topic could bring up recent trauma students and young people may have experienced.*
- Give students time for a self-reflection on the topic and recent events. What thoughts, feelings, emotions, concerns and hopes do they have for the future. Use the following prompt for students to respond to in their journals:
 - What are your thoughts on the reading, given the recent uprisings and tensions in the country?
- Students should be given time to reflect individually and record their responses privately.
- This should serve as an open writing prompt and allow students the space to write freely and honestly.
- If some students are comfortable and willing, have them share out and have an extended discussion on the recent events, if one has not been had or if students wish to revisit this. ([Contracting](#) and creating a safe space for students to share if critical in having this conversation)

4. Wrap-up: Discussion (continued) or Community Organization Share-Out - 10 mins

- Have students share-out different community organizations that they know of, through their own involvement or what they have seen on social media.
- Create a class list of these organizations, attempting to organize them by issues they are organizing around. There will probably be a lot of overlap.
- This list should help students share their knowledge of some of the issues they are aware of, learn about different issues and organizations that are currently active and hopefully be inspired to learn more about these organizations. This list could also be assign as independent work/homework.
- *Facing History & Ourselves has a good resource for facilitation these types of discussions. (Included in the lesson materials.)*

Day 2

5. Bellringer/Opener: Free Write Prompt - 10 mins

- Have students answer the following prompt in their journals, a piece of paper, word document:
 - What does a hopeful future look like to you?
- Ask students to imagine a hopeful future, it could be anything that comes to their mind. This could be as large and ambitious as students would like or more micro level things. ie societal change, increased community resources, health and wellbeing of loved ones.
- Have students share out if they are comfortable doing so.

6. Imagining a Present-Day Rainbow Coalition - 30 mins

- Using the list of community organizations, the class created, or using one created by the teacher, have students do some brief research on some of the organizations on the list to learn more about them.
- Students should be looking for the following information (which can be easily found on the organizations webpage/social media:
 - What is the mission of this organization? What is their goal/purpose?
 - Who is part of the organization? (youth, educators, community members, etc.)
 - What are some events/actions they have held and/or led.
 - Have they collaborated or partnered with any other organizations on the list? If so, why do you think this collaboration happened?
- Once students have conducted this preliminary research, have them pick 3-4 organizations that they feel would be representative of different issues and communities, but that have similar goals/missions.
- Once students have selected their organizations, have them create visual “call to action”. This could take the form of any of the following:
 - Informational Flyer
 - Social Media Post/s
 - Possible Event Proposal
 - Zine (use artist workshop video)

7. Wrap-up: Share-out - 10 mins

- Have students pitch their visual “calls to action” to the rest of the class.
- Students should turn in their “calls to action” as exit slips on their way out.

Extension Activities:

- Students can spend more time researching the organizations they selected, possibly reaching out to the organizations and interviewing members. This could take the form of a larger research project that asks students to volunteer with different organizations to learn more about them and as a way for student to take action.
- Watch the Independent Lens documentary “The First Rainbow Coalition” on pbs.org with students to dive deeper into the history and organizing around the Rainbow Coalition.