

## WWP Lesson Plan – The National Question & the Black Struggle

This template was created to help those planning and teaching Party classes to make those interactive, interesting and consistent so that they can be reproduced in the future. Adapt and enhance the class as needed for your particular location and group!

<p>*Teacher Preparations and</p> <p>*Essential Understandings</p>	<p>*Consider accessibility and accommodation needs: Class leader should print out at least a few copies of the class talk being used, and also one copy of each document from the readings, to circulate for read-aloud. Everyone will not necessarily have access to a computer. Also have some recent copies of WW newspaper on hand for the discussion on organizing.</p> <p>*Before teaching, identify the most important lessons people should learn on this topic: <b>The National Question and the Black Struggle</b></p> <ul style="list-style-type: none"> <li>- Black people in the U.S. represent an oppressed nation as defined by Lenin.</li> <li>- All oppressed nations have the right to self-determination.</li> <li>- The self-determination of nations means the right to separate from oppressor nations.</li> <li>- The Black struggle for bourgeois democratic rights is part of the overall struggle against the ruling class, although its forms may vary.</li> </ul>
<p>Overview of Class</p>	<p>This written talk should be read aloud by class leader and participants together: “The National Question and the Black Struggle” The talk is interspersed with paragraphs selected from class readings that participants will read aloud and discuss, taking time for questions.</p>
<p>Motivating Question</p>	<p>Give an ice-breaker question relevant to this class: For example, “Have you ever participated in an action or organizing as part of, or in support of, the Black struggle for freedom and justice?”</p>

<p>Readings, Materials, Links</p>	<p>Written talk &amp; discussion points to be passed around for reading together out loud: “The National Question and the Black Struggle”</p> <p>Participants will be reading selected paragraphs from the reading materials out loud as indicated in the talk.</p> <p>Reading materials for this class:</p> <ol style="list-style-type: none"> <li>1. Sam Marcy, “The right of self-determination and the class struggle” <a href="http://www.workers.org/2014/12/17472/">www.workers.org/2014/12/17472/</a></li> <li>2. Lenin., 2 selections from “Imperialism, the Highest Stage of Capitalism” <a href="http://www.marxists.org/archive/lenin/works/1916/imp-hsc/">www.marxists.org/archive/lenin/works/1916/imp-hsc/</a></li> <li>3. Map of Africa in 1914</li> <li>4. Monica Moorehead, “What is a Nation?” (introduction to “A Voice from Harpers Ferry;” Available at <a href="http://www.workers.org/book/a-voice-from-harpers-ferry/">www.workers.org/book/a-voice-from-harpers-ferry/</a> )</li> </ol> <p>Optional power point: “Overview of San Rafael and Attica Prison Uprisings/ Black August 1970-71”</p>
<p>Methods of learning: (Should have several methods: people learn in different ways)</p>	<p>Lecture Reading/reading out loud together Discussion Optional student-led presentations Optional power point presentation</p>
<p>Discussion Questions</p>	<p>See portions of the talk <b>highlighted</b>, which direct the discussion.</p>
<p>Organizing</p>	<p>Encourage discussion about how topic connects to current and past, local, national or international organizing. For example, discuss a recent WW newspaper article reporting a recent Black struggle.</p>
<p>Skill Building</p>	<p>Share skills relevant to organizing in relation to topic like slogans, chants, placard making, petitioning, outreach, rally organizing/ For example, have participants identify chants related to the Black struggle, and discuss politically appropriate ways to use these if marching at a protest, depending on the focus of the protest.</p>
<p>Reflection</p>	<p>Save some time at the end for participants to answer questions about the class:</p> <ol style="list-style-type: none"> <li>1. What will you remember/be useful for you?</li> <li>2. What would you change, spend less time on, or make less confusing?</li> </ol>