

## **WWP Lesson Plan – Reparations and 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.

<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>Reparations and the Black Struggle</b></p> <ul style="list-style-type: none"> <li>- Reparations have to reflect the ongoing oppression Black people have experienced up to the present.</li> <li>- Reparations represent the repayment of wealth stolen from Black people by the white supremacist ruling class.</li> <li>- Reconstruction was a revolutionary movement that was defeated by white supremacist counter-revolution.</li> <li>- Imperialism fuels national oppression through capitalist class extraction of wealth on an international scale.</li> </ul>
<p>Overview of Class</p>	<p>The written talk should be read together aloud by class leader and participants:  <b>“Reparations and the Black Struggle”</b></p> <p>Participants should choose one of the readings listed at the end of the talk. Take 10 to 15 minutes for people to work alone or in pairs. Groups read and present the material in their document, give a short report on it to class and allow for discussion.</p>
<p>Motivating Question</p>	<p>Give an ice-breaker question relevant to this class: For example, what do you know about the demand for reparations for Black people? What do you think of that demand?</p>

<p>Readings, Materials, Links</p>	<p>Written talk to be passed around for reading out loud:  “Reparations and the Black Struggle”</p> <p>Accompanying readings for the end of the class:</p> <ol style="list-style-type: none"> <li>1. Makasi Motema, “How real reparations can be won”  <a href="https://www.workers.org/2019/07/42891/">https://www.workers.org/2019/07/42891/</a> (concluding paragraphs). See also in folder: Motema – Overview Reparations.</li> <li>2. Siddika Degia, “Roots of the Kashmir conflict,” <u>Workers World/Mundo Obrero</u>, Aug. 29, 2019 <a href="https://www.workers.org/2019/08/43483/">workers.org/2019/08/43483/</a></li> <li>3. Sam Marcy, “Bussing and Self-Determination: The NAACP Rally” (1975) [Very long but very important. Assign as homework after “The National Question and the Black Struggle” class.]  <a href="http://www.marxists.org/history/etol/writers/marcy/busing.html">www.marxists.org/history/etol/writers/marcy/busing.html</a></li> <li>4. Monica Moorehead, “Reparations and Black Liberation”  <a href="https://www.workers.org/2020/02/46154/">https://www.workers.org/2020/02/46154/</a></li> <li>5. Monica Morehead, “Why we support the Jesse Jackson campaign,” <u>Workers World</u>, Dec. 8, 1983</li> <li>6. Randall Robinson, <u>The Debt: What America Owes to Blacks</u> (2000)</li> </ol> <p>Optional power point: “Overview of San Rafael and Attica Prison Uprisings/ Black August 1970-71”</p>
<p>Methods of learning:</p>	<p>Reading/reading out loud together  Discussion  Optional student-led presentations  Optional power point</p>
<p>Discussion Questions</p>	<p>Spend some time discussing the questions embedded in Monica’s and Makasi’s talks.</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>