

Grace Ambrossi  
HoSang/ Peralta ERM 350  
April 29, 2020  
Teaching Guide for 12<sup>th</sup> Grade Students

**Title:** Responding to the Limitations of the Women's Movement and Black Liberation Movements: Black Women and the Third World Women's Alliance<sup>1</sup>

**Objective for this Lesson:** Students will be able to identify black women's main disagreements with the women's/black liberation movement. Students will also be able to identify what revolution meant for black feminists and how they would change the current systems they were living in.

**Reminder to my educators:** This lesson plan should be treated as the planting of a seed for capitalism, racism, black feminism as an analytical tool, and imagining better worlds.

**Key Vocabulary:** The purpose of providing this list is for students to be aware of these words as they read and to reflect on what they mean within the context. This vocabulary should be an introduction and students should be reminded that there will be an expansion on their initial meanings.

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|-----------------|----------------|-----------------------|
| 1. Oppression   | 2. Capitalism  | 3. Imperialist        |
| 4. Exploitation | 5. Third World | 6. Self-Determination |
| 7. Revolution   | 8. Imagine     |                       |

**Sources:**

- *Excerpt: "Women in the Struggle"* in *Double Jeopardy* Vol. 1 Issue 1 (October 1971), Third World Women's Alliance
- *Video:*
  - o "Reflections Unheard: Black Women in Civil Rights (2013) (trailer)"  
<https://youtu.be/EBO8kFmuEb4>
  - o "American Revolutionary: On Revolution at Berkeley", 02:11-4:20;  
<https://www.pbs.org/video/pov-american-revolutionary-revolution-berkeley/>

**Discussion Questions:**

- What are the motivations behind the formation of the Third World Women's Alliance and what were their concerns with the already existing organizations? What are some of the specific struggles the pamphlet identifies that third world women are facing?

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<sup>1</sup> The following lesson plan assumes that students were taught about the Black Liberation/Women's Movement when discussing the time period of the 1960s as one of dramatic social change in this country. I am aware this plan goes over the designated time limit of the classroom, so it can be made into a two-part lesson with the class ending at the group work for the TWAA source.

- How does the group address the racial and ethnic differences amongst themselves? What do they identify as the factor that unifies them in this work?
- The Third World Women are calling for the elimination of “all forms of sexist and racist oppression”. How does this differ from some of the goals/objectives of the civil rights movement?
- How does the writers define revolution? What are some specific goals/objectives that the group has for achieving this?

### **Classroom Sequence:**

1. Review with students the objectives/goals of the Women’s Movement and Black Liberation Movement (5 minutes; only for introduction purposes)
2. Watch “Reflections Unheard: Black Women in Civil Rights (2013) (trailer)” as an introduction to today’s lesson.
3. Go over key vocabulary with students – remind them that they should be attentive to how the sources use these words in their work.
4. Go over objective with students.
5. Introduce students to Third World Women’s Alliance source.
  - Is anyone familiar with the term “Third World”?
6. Explain how the term Third World was used during the 60s and 70s.
  - *An example of this explanation could look something like this; using a map to point out these areas will be helpful too:* At the same time that the civil rights movement was taking place in the United States, other nations were also fighting for their freedom and independence. Africans were fighting to remove European colonizers from their countries and to have the ability to govern themselves (examples include Mauritius and Mozambique). The Vietnamese were fighting against the intervention of the U.S. (aka the Vietnam War). In Latin America, people were dealing with violent dictatorships installed by the U.S. Therefore, the term Third World is supposed to signal a form of alliance and solidarity between all these nations and areas of the world because they are all struggling to free themselves from colonialism or imperialism, and would like to have the ability to govern themselves, or another way to put it, is to have self-determination. The term Third World also includes oppressed and exploited people within the U.S. because they are also facing the impacts of colonialism and imperialism in their own daily lives.
  - *This is a good time for questions if students feel confused.*

7. Distribute primary source to students. Instructions for this section of the class: Read the source and write down any questions you have as you read. Highlight any phrases or sections of the text that confuse you, excite you, or left you asking more questions. Also, give students the discussion questions to refer to as they read. (10 minutes)
8. When students are done, have them come together in small groups and share their questions/highlights/confusion. Designate each group one discussion question to answer together. Each group should designate someone to write these down. (7 minutes)
9. As a class, come together and share out the questions/highlights. See if there are any connections between these and the discussion questions prepared. Then, review the discussion questions again. Have each group share out the answer to their designated question. (10 minutes)
10. For the next 15 minutes, go through the discussion questions as a class. Have each group share out their answers. Give time for other students to fill in and participate. Also, return to the vocabulary questions. Do students feel like they have some understanding of these? If so, ask them to define 2-3 as a class.
11. Introduce Grace Lee Boggs and Angela Davis. Watch “American Revolutionary: On Revolution at Berkeley”.
  - *An example of this explanation could look something like this:* Both women were activists in the 60s and 70s and have continued to do this work throughout their lives. Grace Lee Boggs was born in 1915 to Chinese immigrant parents and Angela Davis was born in 1944 in Birmingham, Alabama. Both witnessed for themselves how racism and economic exploitation the communities they lived in, and both dedicated themselves for the struggle of black liberation. Davis was a Black Panther and was targeted by the U.S. government for her work.
12. Instructions for final activity: Grace Lee Boggs asks us to reimage the institutions we are living within. The TWAA also did a similar thing in the Goals and Objectives section. Reimagine one institution in your own life, using the TWAA and Grace Lee Boggs as inspiration. Possible options are: Safety, community, family, education, health, incarceration, etc. (5-7 minutes)
13. Ask students if they would like to share their imaginings.