



SPRINGFIELD PUBLIC SCHOOLS

Aligned to the 2020 New Jersey Student Learning Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey 07081

Amistad

Curriculum Guide

2026

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 27, 2026*

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF THE BOARD OF EDUCATION OF THE TOWNSHIP OF SPRINGFIELD COUNTY OF UNION, NEW JERSEY AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 21

Introduced By: Mrs. Gamarekian

Seconded By: Vice President Rinaldi

Adopted: July 27, 2026

Curriculum Adoption

To approve the following new and revised curriculum and courses for the 2026-2027 school year:

1. High School Courses

- a. AP Cybersecurity (new course)
- b. AP Business with Personal Finance (new course)
- c. AP Biology
- d. AP Chemistry
- e. AP Physics 1
- f. PLTW Robotics and Automation
- g. PLTW Introduction to Engineering Design
- h. PLTW Principles of Engineering
- i. Biology
- j. Biology Honors
- k. Chemistry
- l. Chemistry Honors
- m. Conceptual Physics
- n. Physics
- o. Environmental Science
- p. Forensics
- q. Human Anatomy and Physiology
- r. Oceanography
- s. Science 8
- t. Molecular Biology Research Lab (new course)

2. Middle School Courses

- a. Science 6
- b. Science 7

3. Elementary School Courses

- a. Kindergarten Science
- b. Grade 1 Science
- c. Grade 2 Science

Michelle Calas, School Business Administrator/Board Secretary

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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 27, 2026 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS TIHEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 28th day of July 2026.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



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Springfield Public Schools

Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent of Curriculum, Instruction and Assessment

Curriculum Developed By:

Social Studies and English Teachers K-12

K-12 Principals

Candice Schiano ~ Supervisor of Humanities



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Unit Overview Template

Content Area: Social Studies

Grade Level: K

Unit Title: Amistad Studies

Unit Summary: The kindergarten students will be introduced to a variety of lessons based on equality, tolerance, and acceptance.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: These unit plans enable teachers to begin a conversation with students about equality, tolerance, and acceptance. Kindergarten students are introduced to different cultures and ideas. At a young, formidable age, kindergartners are taught that differences should be celebrated and respected. The lessons enable the classroom teacher to meet the objectives of multicultural education by:

- Introducing students to the constitutional rights of all citizens.
- Beginning the process of teaching students to think critically.
- Promoting an awareness of social justice within the classroom as well as in the community.
- Developing an understanding of the diversity of our world.

Career Readiness (Standard 9):

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.2.ITL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Learning Targets

Standards: New Jersey Core Curriculum Social Studies

SOC.6.1 - U.S. History: America in the World

-Civics, Government, and Human Rights: Civics and Political Institutions

- Local community and government leaders have roles and responsibilities to provide services for their community members.

Content Statements: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.2.CivicsPR.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and RULES have impacted individuals and communities.
SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.



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SOC.6.1.2.HistoryU P.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
SOC.6.1.2.CivicsDP. 3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.CivicsCM. 3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.HistoryU P.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.1.2.CivicsCM. 1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
W.SE.K.6.A	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
RL.CI.K.1A	With prompting and support, identify the main topic and key details of an informational text.
RL.IT.K.3.B	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.CT.K.8.B	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., in characters, experiences, illustrations, descriptions, or procedures).
W.RW.K.7.A	With prompting and support, engage in brief but regular writing and drawing tasks.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
9.4.2.CT.2	Identify possible approaches and resources to execute a plan
9.4.2.CT.3	Use a variety of types of thinking to solve problems
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Unit Essential Questions:

- Why do we need rules?



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- How do rules help us?
- Why do rules need to be fair?
- How do we show respect?
- Why is it important to show respect?
- Why is it important to appreciate every culture?
- How can we show acceptance towards all cultures?

Unit Enduring Understandings:

- How do rules and laws help resolve conflicts and promote the common good?
- Why is it important for laws to be fair?
- How can we understand different cultures?

Unit Learning Targets:

Students will...

- Identify and explain the roles of historical African-Americans.
- Gain an understanding of culture and diversity in our community and in our world.
- Identify African folktales and explain their cultural significance.



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Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Laptop, Internet access, writing and drawing supplies, craft supplies

Teacher Resources: Various books about famous African-Americans and African folktales

Formative Assessments:

- Writing samples
- BrainPOP Jr. quizzes
- Student participation
- Teacher observation
- Bus craft
- Tell a Neighbor - pair share
- Class discussions
- Exit tickets



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Lesson Plans

Lesson	Time Frame
Lesson 1 Rosa Parks	40 minutes x 1 day
Lesson 2 Dr. Martin Luther King, Jr.	40 minutes x 1 day
Lesson 3 Sharing African Culture	40 minutes x 1 day

Teacher Notes: Help students to identify the impacts of important political figures in history.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/19403-martin-luther-king-jr-lesson-on-social-justice/>

http://www.educationworld.com/a_lesson/02/lp252-02.shtml



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Lesson Plan 1

Content Area: Social Studies

Lesson Title: Rosa Parks

Time Frame: 40 minutes x 1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts

Integration of Technology:

Rosa Parks: <https://www.youtube.com/watch?v=7sqiZ7agt4Q>

Rosa Parks BrainPop Jr.: <https://jr.brainpop.com/socialstudies/biographies/rosaparks/>

Equipment Needed:

Laptop, iPads, Internet resources, Speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be introduced to the constitutional rights of all citizens. • Think critically and problem solve. • Gain an awareness of social justice within the classroom as well as in the community. • Gain an understanding of the diversity of our world. • Explain why Rosa Parks is an important historical figure.	Lesson Sequence • Read <u>A Picture Book of Rosa Parks</u> by David A. Adler. Do research as a whole group using TimeforKids.com. • Discuss rules and why we have rules. (They keep us safe and allow people to respect each other.) Explain that rules have not always been fair, as in the case of Rosa Parks. Was it a good rule that only some people could ride in the front of the bus? • Review how it is important to create and maintain rules that make sense and have people respect each other. Students dictate good rules for school that show respect. • Talk about how students of different races could not ride in the front of the school bus. Ask students how they	• Student participation • Teacher observation • Bus craft • BrainPOP Jr. Quiz • Tell a Neighbor - pair share



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would feel if their friends could not ride on the bus with them because of how they looked.

- Take pictures of the students in the class and print them out. Have students glue pictures of them into a cutout bus.
- Hang the bus on the wall with the caption "We All Ride Together!"
- Students watch the BrainPOP Jr. video & take a quiz.
- Tell a neighbor: Who was Rosa Parks? Why is she an important person in history?
- Invite students to read about Rosa Parks using the Time for Kids app on the iPads

Differentiation:

BL Modifications: Mixed ability partners for "Tell a Neighbor"; teacher assistance with cutting and pasting

AL Modifications: Higher level thinking questions; read article on Time for Kids about Rosa Parks

Resources Provided:

- Laptop
- iPads
- A Picture Book of Rosa Parks by David A. Adler
- Glue
- Scissors
- Camera (can use camera in laptop)
- Printer with ink
- Large bus cut-out



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Lesson Plan 2

Content Area: Social Studies

Lesson Title: Martin Luther King Jr. Time Frame: 40 minutes x 1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts

Integration of Technology:

"I Have A Dream" video: <https://vimco.com/57419270>

Martin Luther King Jr. BrainPop Jr.: <https://jr.brainpop.com/socialstudies/biographies/martinlutherkingjr/>

"Martin's Big Words" read aloud: <https://www.youtube.com/watch?v=qBKP6v3rWSI>

Equipment Needed:

Laptop with Internet, Interactive Whiteboard, Internet, Speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how Dr. King brought about social change. - Gain an awareness of social justice within the classroom as well as in the community. - Gain an understanding of the diversity of our world. - Explain why Dr. King is an important historical figure. - Draw/write/dictate an informative piece about equality.	Lesson Sequence - Students listen to the song "I Have A Dream" and sing/dance along. - Read aloud <u>Martin's Big Words</u> or show digital read aloud. Ask comprehension questions and higher level thinking questions throughout. - Students make a list of big words from the book about Martin Luther King Jr. Teacher models writing on the board: "Equality is when all people are treated the same. Dr. King wanted people to be able to go to the movies together. He walked until the bus law was fair. He fought for equality." Invite students to write independently for 15-20 minutes about Dr. King using a new vocabulary	- Student writing samples - Comprehension questions - Class discussion - BrainPOP Jr. Quiz



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word, like "equality."
Students illustrate their writing.

- Students share their writing on the carpet. Students give feedback to peers (i.e. "I like your details. You used neat handwriting. You wrote 3 sentences.")
- Discuss how we can keep doing Dr. King's work today. How can we keep rules fair?
- Watch BrainPOP Jr. video on MLK Jr and take a quiz.

Student 1: What was Dr. King's dream for the world?

Student 2: How did Dr. King try to help people get equality?

Differentiation:

BL Modifications: Teacher assistance with writing and dictating; stretch words to write simple labels for pictures

AL Modifications: Higher level thinking questions; write a complete paragraph on topic with capitalization and punctuation

Resources Provided:

- Laptop
- Interactive Whiteboard
- Internet resources
- Writing and coloring tools
- Martin's Big Words book (or digital read aloud)



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Lesson Plan 3

Content Area: Social Studies

Lesson Title: Sharing African Culture

Time Frame: 40 min x 1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts

Integration of Technology:

Why Mosquitoes Buzz in People's Ears by Verna Aardema: <https://www.youtube.com/watch?v=BO1K4wXy2CI>
African Folktales for Kids: <http://africa.mrdonn.org/fables.html>

Equipment Needed:

Laptop, Interactive Whiteboard, Internet, Speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen to an African folktale. • Answer comprehension questions. • Identify story elements through writing and/or pictures. • Retell story events in sequential order. • Identify and describe a "folktale."	Lesson Sequence • Teacher reviews the class with different types of stories, realism and fantasy. Teacher explains that another type of story is a "folktale." Explain that, today, the class will hear a folk tale from Africa. • Discuss how folktales are important to African culture. They are a way to keep tradition and stories alive. • Show students where Africa is on a map. Discuss how there are many, many countries inside the continent of Africa, each with a rich cultural heritage. Tell students that today, they will hear a folktale from the country of Cameroon. Locate Cameroon on the map. • Teacher reads aloud the story <u>Why Mosquitoes Buzz in People's Ears</u> by Verna Aardema (or display digital read aloud of story)	• Student writing samples • Exit ticket • Comprehension questions and responses • Sequencing events



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- Discuss with students the meaning of the story.
- Provide students with paper and crayons or markers and invite them to draw and write events from the story. Have one student write about each different animal.
- Bring student work to the rug and have students put the story in sequential order.
- Exit ticket: Students complete an exit ticket at their seats identifying what happens at the beginning, middle, and end of the story.
- Enrichment: Students play the Cameroon Match Game, matching illustrations from the story to sentences.
- Discuss: Why are African folk tales important? Encourage students to explore other African folk-tales using <http://africa.mrdonn.org/fables.html>

Differentiation:

BL Modifications: Draw/dictate exit ticket; teacher assistance with writing and dictating; sequence 3 events of story using “beginning” “middle” and “end” vocabulary words; identify other stories as “folktales”

AL Modifications: Higher level thinking questions; write a complete paragraph on topic with capitalization and punctuation; sequence 8 events of the story (mosquito, iguana, snake, rabbit, crow, monkey, owl, lion) and use complete sentences when retelling story events; read other African folk tales online.

Resources Provided:

- Book: Why Mosquitoes Buzz in People's Ears, by Verna Aardema
- Cameroon Match Game
- Paper
- Pencils
- Erasers
- Crayons
- Laptops
- Interactive Whiteboard
- Speakers

Lesson Reflection



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Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☐	☒	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies **Grade Level:** K **Course Title:** Amistad Studies

Created: Kindergarten Teachers

Board Approved on:



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Unit Overview Template

Content Area: Social Studies

Grade Level: 1

Unit Title: Amistad Studies

Unit Summary: First grade students will learn about the world around them, the importance of including others, important historical figures that stood up for equal rights, tolerance, and acceptance of others.

Primary Interdisciplinary Connections: ELA

21st Century Skills

☒ Creativity and Innovation

☒ Critical Thinking and Problem Solving

☒ Information Literacy

☒ Life and Career Skills

☒ Communication and Collaboration

☒ Media Literacy

☒ ICT Literacy

Unit Rationale: Excellence in Social Studies teaching and learning is especially critical as the 21st century affirms what educators have known for several decades: civic engagement and literacy, as well as global cultural competence equips and empowers our students to engage the world successfully. Our students should have a deep knowledge of the past and present complexities within our national story and how our nation has been and continues to be inextricably connected to the entire world. The Amistad curriculum and the Social Studies standards require that students learn about the world and about themselves through inclusive course content, for example, how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

Career Readiness (Standard 9):

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Learning Targets

Standards:

SOC.6.1. U.S. History: American in the World- Civics, Government, and Human Rights: Civics and Political Institutions

SOC.6.3 Active Citizenship in the 21st Century

Content Statements: All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CPI#:

Cumulative Progress Indicator (CPI):

SOC.6.1.2.CivicsCM.3

Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.



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SOC.6.1.2.CivicsD P.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsP R.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
SOC.6.1.2.History CC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.History UP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.1.2.CivicsP I.4	Explain how all people, not just official leaders, play important roles in a community.
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.1.1	With prompts and support, write opinion pieces on a topic or texts.
RI.CR.1.1	Ask and answer questions about key details in informational text (e.g. who, what, where, when, why, how).
SL.PI.1.4	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Unit Essential Questions:

- How have African Americans shaped American life?
- How have African Americans of the past affected our lives today?
- How did the actions of Dr. Martin Luther King, Jr. help create social change and inspire social activism?
- What are some contributions made by famous African Americans?

Unit Enduring Understandings:



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- The specific contributions made by famous African Americans.
- The important events in some famous African Americans' lives that helped lead to their significant contribution to society.

Unit Learning Targets:

Students will....

- Describe the contributions made by Dr. Martin Luther King Jr. to our society.
- Sort and understand the definition of how to be peaceful.
- Explain how Dr. Martin Luther King, Jr. helped people.
- Write an opinion piece about how they can make the world a better place.
- Describe the scientific contributions made by Dr. George Washington Carver.
- Explain that scientists come from all backgrounds.
- Explain how Dr. George Washington Carver's work helped people.
- Write an informative/explanatory piece about Dr. George Washington Carver.
- Describe the positive impact that Ruby Bridges had on equality within schools.
- Explain that people from all backgrounds should be respectful of each other's differences.
- Write an informative/explanatory piece about Ruby Bridges.



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Evidence of Learning

Summative Assessment: 2 days

Equipment Needed: Laptops, iPads, Interactive Board, Document Camera

Teacher Resources: Graphic informational writing, Informative writing graphic organizer

Formative Assessments:

- Opinion piece about Dr. Martin Luther King Jr.
- Brainpop Jr. Easy Quiz: Martin Luther King Jr.
- Brainpop Jr. Easy Quiz: Dr. George Washington Carver
- Informative writing piece about George Washington Carver
- Response questions about Ruby Bridges
- Informative writing piece about Ruby Bridges



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Lesson Plans

Lesson	Time Frame
Lesson 1 Ruby Bridges	40 minutes x 2 days
Lesson 2 Dr. Martin Luther King, Jr.	40 minutes x 2 days
Lesson 3 Dr. George Washington Carver	40 minutes x 2 days

Teacher Notes:

As an additional reading reference to support the theme of diversity and acceptance, use read alouds such as Elmer by David McKee and The Crayon Box That Talked by Shane Derolf.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://jr.brainpop.com/socialstudies/biographies/martinlutherkingjr/>

<https://jr.brainpop.com/socialstudies/biographies/martinlutherkingjr/easyquiz/>

<https://jr.brainpop.com/socialstudies/biographies/georgewashingtoncarver/>

<https://jr.brainpop.com/socialstudies/biographies/georgewashingtoncarver/easyquiz/>

<https://www.teacherspayteachers.com/Product/Ruby-Bridges-2277074>

<https://jr.brainpop.com/socialstudies/americanhistory/rosaparks/>



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Lesson Plan 1 Template

Content Area: Social Studies

Lesson Title: Ruby Bridges

Time Frame: 40 minutes x 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Social Studies and English Language Arts

Integration of Technology:

Read Aloud Book

Equipment Needed:

Social Studies activity sheet, Interactive Board, document camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Day 1: - Describe the positive impact that Ruby Bridges had on equality within schools. - Explain that people from all backgrounds should be respectful of each other's differences. - Explain how Ruby Bridges' work helps people. Day 2: - Write an informative/explanatory piece about Ruby Bridges.	Lesson Sequence Day 1: - Read aloud Ruby Bridges. Next, read Ruby Bridges poem. - Discuss the impact of Ruby Bridges attending her school. - Discuss the challenges Ruby Bridges faced in her life because of her background. Day 2: - Re-read Ruby Bridges book on Raz-Kids. - Watch the Brainpop Jr. Video: Rosa Parks.	Day 1: - Students will complete 'Easy Quiz'. - Students will read a poem and answer questions about Ruby Bridges. Day 2: - Students will write an informative/explanatory piece about Ruby Bridges - Students will compare and contrast Ruby Bridges and Rosa Parks. Students will complete a compare and contrast activity.
Differentiation: Student choices, small groups or one-on-one instruction when necessary		
Resources Provided: Brainpop Jr.		



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- Informative writing graphic organizer
- Ruby Bridges poem and response questions
- Ruby Bridges trait poster
- Venn diagram



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Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Dr. Martin Luther King, Jr. Time Frame: 40 minutes x 2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Social Studies and English Language Arts

Integration of Technology:

Website: BrainPopJr.com

Equipment Needed:

iPad, Laptop, Juno System, Interactive Board/Smart Board, document camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Day 1: - Describe the contributions made by Dr. Martin Luther King Jr. to our society. - Sort and understand the definition of how to be peaceful. - Explain how Dr. Martin Luther King Jr. helped people. Day 2: - Write an opinion piece about how they can make the world a better place.	Lesson Sequence Day 1: - KWL chart - Watch the Brainpop Jr. video: Dr. Martin Luther King, Jr. and take the online quiz. - Discuss the contributions of Dr. Martin Luther King, Jr. - Students will complete MLK graphic organizer in small groups. - Discuss the challenges Dr. Martin Luther King, Jr. faced in his life because of his background. Day 2: - Students will write an opinion piece about how they can make the world a better place. - Students will share their dream with their peers.	Day 1: - KWL chart (individual/whole group) - Students will complete 'Easy Quiz'. - MLK graphic organizer Day 2: - Students will write an opinion piece about Dr. Martin Luther King, Jr. - Students will complete the class KWL chart.



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Differentiation:

Student choices, small groups or one-on-one instruction when necessary

Resources Provided:

- Brainpop Jr. "Dr. Martin Luther King Jr."
- MLK graphic organizer
- "I Have a Dream" worksheet
- "Peaceful vs. Not Peaceful" sort



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Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Dr. George Washington Carver Time Frame: 40 minutes x 2 days

Lesson Components

21st Century Skills

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Science, Social Studies and English Language Arts

Integration of Technology:

Brainpop Jr. Video: George Washington Carver

Equipment Needed:

Interactive Board, document camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Day 1: - Describe the scientific contributions made by Dr. George Washington Carver. - Explain that scientists come from all backgrounds. - Explain how Dr. George Washington Carver's work helped people. Day 2: - Write an informative/explanatory piece about Dr. George Washington Carver.	Lesson Sequence Day 1: - Watch the Brainpop Jr video: George Washington Carver. - Discuss the contributions of George Washington Carver. Day 2: - Discuss the challenges George Washington Carver faced in his life because of his background.	Day 1: - Students will complete Brainpop Jr 'Easy Quiz'. Day 2: - Students will write an informative/explanatory piece about Dr. George Washington Carver.
Differentiation: Student choices, small groups or one-on-one instruction when necessary		
Resources Provided: - Brainpop Jr. website - Informative writing graphic organizer		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X	☐	☐
Allow for student choice	☐	X	☐
Provide scaffolding for acquiring targeted knowledge/skills	X	☐	☐
Integrate global perspectives	X	☐	☐
Integrate 21st century skills	X	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X	☐	☐
Are varied to address different student learning styles and preferences	☐	X	☐
Are differentiated based on student needs	X	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X	☐	☐
Provide opportunities for student reflection and self- assessment	X	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	X	☐	☐

Curriculum Design Template

Content Area: Social Studies

Grade Level: 1

Course Title: Amistad Studies

Created: Grade 1 Teachers

Board Approved on:



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Unit Overview Template

Content Area: Social Studies & Language Arts **Grade Level:** 2 **Unit Title:** Amistad Studies

Unit Summary: The 2nd grade Amistad unit is implemented throughout the curriculum when applicable and focuses primarily on how world events impacted African Americans through political, geographical, cultural, and historical perspectives.

Primary Interdisciplinary Connections: ELA

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Unit Rationale: Excellence in Social Studies teaching and learning is especially critical as the 21st century affirms what educators have known for several decades: civic engagement and literacy, as well as global cultural competence equips and empowers our students to engage the world successfully. Our students should have a deep knowledge of the past and present complexities within our national story and how our nation has been and continues to be inextricably connected to the entire world. The Amistad curriculum and the Social Studies standards require that students learn about the world and about themselves through inclusive course content, for example, how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

Career Readiness (Standard 9):

9.4.2.CI.1 - Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

PFL.9.1.2.CR.1 - Recognize ways to volunteer in the classroom, school and community.

Learning Targets

Standards:

SOC.6.1. U.S. History: American in the World- Civics, Government, and Human Rights: Civics and Political Institutions

SOC.6.3 Active Citizenship in the 21st Century

Content Statements: All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.2.CivicsD P.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsP R.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
SOC.6.1.2.History CC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.History UP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.1.2.CivicsP I.4	Explain how all people, not just official leaders, play important roles in a community.



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SOC.6.1.2.CivicsC M.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
RI.2.1	Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.
RI.2.3	Describe the connection between a series of historical events, ideas, or concepts in a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RL.2.2	Recount stories and determine their central message or lesson.
RL.2.3	Describe how characters respond to major events and challenges.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
FL.NL.7.1.NL.IP ERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Essential Questions:

- How have African Americans shaped American life?
- How have African Americans helped people of the past affect our lives today?
- How did the actions of Dr. Martin Luther King, Jr. help create social change and inspire social activism?
- What are some contributions made by famous African Americans?

Unit Enduring Understandings:

- The specific contributions made by famous African Americans.
- The important events in some famous African Americans' lives that helped lead to their significant contribution to society.

Unit Learning Targets:

Students will...

- Recognize African American achievements in space exploration.
- Identify names of African American astronauts.
- Name three facts about Dr. Martin Luther King, Jr.
- Read My Brother Martin and identify story elements.
- Create a timeline of major events of Dr. Martin Luther King, Jr.
- Identify equal rights and segregation.
- Write about dreams for the nation, the world and self.
- Identify African American heroes through the study of the history of baseball.
- Compare cultural traditions, past and present.



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Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Laptops, iPads, Interactive Whiteboard

Teacher Resources: myView resources, Graphic organizer for timeline, Story map and KWL chart, Student copies of reading text, My Brother, Martin, Student journals, Informative writing graphic organizer, myView leveled readers, myView leveled reader support material and activities

Formative Assessments:

- Illustrate an African American astronaut and label it with necessary equipment
- Compose a simple paragraph listing character traits
- Completed activity list
- KWL completed chart
- Story map
- Timeline graphic organizer
- Journal entry
- Informative writing piece
- Leveled reader compare and contrast activity
- Baseball Timeline



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Lesson Plans

Lesson	Time Frame
Lesson 1 African Americans in Space	30 minutes x 3 days
Lesson 2 Dr. Martin Luther King, Jr.	60 minutes x 3 days
Lesson 3 Just Like Josh Gibson	30 minutes x 3 days

Teacher Notes:

These lessons feature the stories and contributions of three prominent figures in the history of African Americans in our country.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.youtube.com/watch?v=3vDWWy4CMhE>

<https://www.youtube.com/watch?v=2CAHJCrKSMg>

<https://jr.brainpop.com/search/?keyword=Martin+Luther+King%2C+Jr.>

<http://www.tumblebooks.com/syndication/excite/joshgibson.swf>



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Lesson Plan 1 Template

Content Area: Social Studies
days

Lesson Title: African Americans in Space Time Frame: 30 minutes x 3

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy
X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections:

Social Studies and English Language Arts

Integration of Technology:

myView online resources, myView digital components

Equipment Needed:

Laptops, iPads, myView resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to recognize African American achievements in space exploration. - Be able to identify names of African American astronauts.	Lesson Sequence Day 1: SWBAT read and discuss <u>Exploring Space with an Astronaut</u> . SW complete required activity list assignments. Day 2: SWBAT read and discuss leveled readers: <u>Being an Astronaut</u> , <u>Space Walk</u> , and <u>Explore the Galaxy</u> . SWBAT complete the leveled reader worksheet that identifies the target skill and vocabulary skill of the week. Day 3: After the reading process, SWBAT identifies necessary equipment for astronauts. The class will view and discuss the African American	- Illustrate an African American astronaut and label it with necessary equipment - Compose a simple paragraph listing character traits - Completed activity list



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Astronauts in Space
PowerPoint.

Differentiation:

Leveled readers, student choice, activity lists, small groups or one-on-one instruction when necessary

Resources Provided:

- myView anthology
- myView leveled readers
- myView leveled reader support materials and activities



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Lesson Plan 2 Template

Content Area: Language Arts & Social Studies

Lesson Title: Dr. Martin Luther King, Jr.

Time Frame: 60 minutes x 3 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections:

Social Studies and English Language Arts

Integration of Technology:

Websites: Brainpop, Jr., and YouTube

Equipment Needed:

Laptop, Interactive Whiteboard, document camera, Book: My Brother, Martin

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Name three facts about Dr. Martin Luther King, Jr. - Read <u>My Brother Martin</u> and identify story elements - Create a timeline of major events of Dr. Martin Luther King, Jr. - Identify equal rights and segregation. - Write about dreams for the nation, the world and self.	Lesson Sequence Day 1: KWL of Dr. Martin Luther King Jr. Read <u>My Brother Martin</u> and identify story elements. Name three facts about Dr. Martin Luther King, Jr. Day 2: Watch a Brainpop Jr video on Dr. Martin Luther King Jr. and explore concepts of segregation, discrimination and prejudice. Use a graphic organizer to complete a timeline of Dr. Martin Luther King Jr.'s achievements. Day 3: Watch a YouTube video of Dr. Martin Luther King Jr.'s speech, "I Have a Dream" and make a text to self and	- KWL completed chart - Story map - Timeline graphic organizer - Journal entry - Informative writing piece - Venn diagram about life long ago and today



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text to world connection by
writing about your own
dreams for the future.

Day 4:

Watch the inaugurations of
Barack Obama and Kamala
Harris. Discuss the impact that
these two public figures have had
since Martin Luther King stood in
front of the Lincoln Memorial
fighting for equal rights for all.

Differentiation:

Small groups or one-on-one instruction when necessary

Resources Provided:

- Graphic organizer for timeline, story map and KWL chart
- Student copies of reading text, My Brother, Martin
- Student journals
- Informative writing graphic organizer



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Lesson Plan 3 Template

Content Area: Social Studies/ELA Lesson Title: Josh Gibson Time Frame: 60 minutes x 3 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections:

Social Studies and English Language Arts

Integration of Technology:

Online leveled text, read aloud Just Like Josh Gibson on www.tumblebooks.com

Equipment Needed:

myView text, leveled readers, Interactive Whiteboard, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify American heroes through the study of the history of baseball. - Compare cultural traditions of past and present.	Lesson Sequence Day 1: Students will read <u>Just Like Josh Gibson</u> and discuss our country's history of segregation. Day 2: Read the support texts, <u>Three of the Greats</u> , and <u>Baseball Heroes</u> to introduce Negro League baseball. Create a timeline to show the history of sports and how it relates to segregation. Day 3: Compare sports of past and present and discuss the end of segregation in baseball.	- Leveled reader compare and contrast activity (Day 1) - Baseball timeline (Day 2) - Venn diagram of baseball in the past and present (Day 3)
Differentiation: Leveled readers, student choice, activity lists, small groups or one-on-one instruction when necessary		



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Resources Provided:

- myView anthology
- myView leveled readers
- myView leveled reader support material and activities



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X	☐	☐
Allow for student choice	☐	X	☐
Provide scaffolding for acquiring targeted knowledge/skills	X	☐	☐
Integrate global perspectives	X	☐	☐
Integrate 21st century skills	X	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X	☐	☐
Are varied to address different student learning styles and preferences	☐	X	☐
Are differentiated based on student needs	X	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X	☐	☐
Provide opportunities for student reflection and self- assessment	X	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	X	☐	☐

Curriculum Design Template

Content Area: Social Studies	Grade Level: 2	Course Title: Amistad Studies
Created: Grade 2 Teachers	Board Approved on:	



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Unit Overview Template

Content Area: Social Studies

Grade Level: 3rd

Unit Title: Amistad

Unit Summary: The 3rd grade Amistad unit will be implemented throughout the curriculum when applicable and will focus primarily on how world events impacted African Americans through political, geographical, cultural, and historical perspectives.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Excellence in Social Studies teaching and learning is especially critical as the 21st century affirms what educators have known for several decades: civic engagement and literacy, as well as global cultural competence equips and empowers our students to engage the world successfully. Our students should have a deep knowledge of the past and present complexities within our national story and how our nation has been and continues to be inextricably connected to the entire world. The Amistad curriculum and the Social Studies Standards require that students learn about the world and about themselves through inclusive course content, for example, the co-existence of slavery and freedom from different areas around the world. The complexity of these stories deepens the critical thinking that shapes our students' personal identities as local and global citizens and it prepares our students to be intellectually and personally engaged in the world.

Career Readiness (Standard 9):

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Learning Targets

Standards: New Jersey Student Learning Standards Social Studies

SOC.6.1 - U.S. History: America in the World

- Civics, Government, and Human Rights: Civics and Political Institutions
- History, Culture, and Perspectives: Continuity and Change

Content Statements: All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr., and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.



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SOC.6.1.4.A.CS6	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
NJSLA.RL.TS.3.4.	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
NJSLA.RI.PP.3.5.	Distinguish their own point of view from that of the author of a text.
NJSLA.RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
WL.7.1.NM.B.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.
WL.7.1.NM.C.C.5	What is perceived as "basic needs" varies among and within cultures.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Unit Essential Questions:

- How does one's culture influence the treatment one receives?
- What are the emotional effects of unfair treatment?
- What positive contributions have African Americans made for our society and government?
- What changes have occurred due to the cultural diversity of our society?
- How has cultural diversity affected how our society treats one another?

Unit Enduring Understandings:

- Students will understand the positive influence African Americans have made in our society and government.
- Students will explore and understand productive ways individuals have stood up for themselves and/or others who are unique.
- Students will understand the emotional effects due to unfair treatment.
- Students will understand that many African Americans have endured obstacles in order to achieve their goals and accomplishments.



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Unit Learning Targets:

Students will....

Experience a simulation of unfair treatment.

Research influential African Americans and their impact on society.

Analyze various pieces of literature in order to understand cultural diversity.



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Evidence of Learning

Summative Assessment: Project

Equipment Needed: Various poems/literature/songs, laptops, textbook, books from library

Teacher Resources: laptop, Teacher Manual, projector

Formative Assessments:

- Fairness simulation
- Written response to simulation
- Informational facts gathered from research
- Journal prompts
- Literature analysis task

Lesson Plans

Lesson	Time Frame
Lesson 1 Fairness Simulation	5 days
Lesson 2 Granddaddy's Turn	5 days
Lesson 3 One of a Kind	1 days
Lesson 4 Pioneers in Government	3 days

Teacher Notes: These lessons feature the contributions of influential African Americans in our country.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- https://www.youtube.com/watch?v=pw6N_eT7P2U
- Book of Langston Hughes Poems
- myWorld Textbook
- myView Textbook and additional curriculum materials
- Brainpop!
- Epic!
- <http://www.readingrockets.org/calendar/blackhistory>
- <https://www.poets.org/poetsorg/black-history-month> (poetry)



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Lesson Plan 1 Template

Content Area: Social Studies

Lesson Title: Fairness Simulation

Time Frame: 5 days

Lesson Components

21st Century Themes

- ☒ Global Awareness Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving Information Literacy
 Life and Career Skills ☒ Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections:

English Language Arts, Character Education

Integration of Technology: Use of the district provided iPads

Equipment Needed: laptops, textbooks, Internet access

The Sneetches by Dr. Seuss

Green construction paper, sticky dots or washable markers or stickers

Writing journal for each student

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Experience discrimination and develop a sense of fairness. - Apply literature to real life experiences.	Lesson Sequence - Read <u>The Sneetches</u> aloud to whole-class - Make a class list of class privileges (i.e. Lining up first, homework pass, free time, etc.) - Divide the class into two groups by assigning students odd/even numbers. Half the class wears a green star or dot (using paper or washable marker) - The group with the green dots is granted the privileges on the class list – allow an extended time for students to have time in each group (those with stars and those without)	- Class discussion - Journal entries - Self-evaluation - Class created list to help end discrimination in class



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- Students will discuss The Sneetches and students' experiences in small groups
- Small groups share reflections and action ideas with the whole class
- Class will brainstorm and make a list of suggestions for ending discrimination in class or school (i.e. Stop teasing)
Discrimination can be defined as "unfair treatment of a person or a group"
- Challenge the class to put these ideas into practice and work to end discrimination in school
- Assign students in pairing with a classmate that is outside their usual circle of friends- these pairs become "fairness teams" and keep a journal for a week of what ways that they or others they observe help end discrimination
- After the week have students share some ideas from their journal entries

Differentiation:

"Fairness Groupings," modification of written work/expectations if needed, accept verbal responses if needed, scribe or co-writers for specific students if needed

Resources Provided:

The Sneetches by Dr. Seuss



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Lesson Plan 2 Template

Content Area: Social Studies

Lesson Title: Granddaddy's Turn

Time Frame: 5 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

English Language Arts

Integration of Technology:

Use of the district provided myView Program

Equipment Needed:

Laptop/iPads, myView textbook, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze and interpret the positive influence African Americans have made on our society - Students will be able to describe key characters and events in "Granddaddy's Turn" and explain how the story shows an aspect of the African American experience by citing text and illustration details.	Lesson Sequence - Class will read <u>Granddaddy's Turn</u> - Display an engaging illustration from the story Ask: "What do you notice about the people in this picture? What might be happening?" (Allow quick pair-share.) - Activate prior knowledge: Briefly ask students about family traditions they celebrate and times they felt proud. Connect to how stories can show family traditions and feelings. - Establish purpose: "Today we will read 'Granddaddy's Turn' to learn how characters show pride and how the words and pictures together tell us about the African	- Class discussion - Self-evaluation - Teacher observation and conferences



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American experience in this family."

- Read-aloud with structured stops for student discussion.
- Use a think-aloud to model finding evidence: point to a line from the text and an illustration detail, then say aloud how these together show Granddaddy's pride and connect to a larger idea about family tradition.
- Students will write a one-paragraph response that: names one character from "Granddaddy's Turn," uses two pieces of evidence (at least one from text and one from illustration) to explain how the story shows an African American experience such as family pride, tradition, or resilience, and includes either one line of dialogue or one descriptive sentence that shows the character's feelings.

Differentiation:

For students needing more support: offer sentence starters, small-group conferencing, or scribed responses. For advanced students: ask them to compare how text vs. illustrations deliver different parts of the story's message.

Resources Provided:

- Laptop/iPads
- myView textbook and materials



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Lesson Plan 3 Template

Content Area: Social Studies

Lesson Title: One of a Kind

Time Frame: 1 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

English Language Arts, Character Education

Integration of Technology:

Use of the district provided laptops/iPads

Equipment Needed:

Laptop, textbook, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: SW create a writing piece on an African American individual and identifies the struggles and triumphs they've survived in the past years.	Lesson Sequence - SW review ways people were mistreated over the years such as slavery, segregation, and voting rights. - SW research an African American individual who has impacted history. - SW explore productive ways individuals have stood up for themselves and/or others who are unique.	- Class discussion - Teacher observation and conferences - Student collaboration
Differentiation: Modification of written work/expectations if needed, accept verbal responses if needed, scribe or co-writers for specific students if needed		
Resources Provided: - myWorld - Epic! - Readworks - BrainPOP - CommonLit		



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Lesson Plan 4 Template

Content Area: Social Studies

Lesson Title: Pioneers in Government

Time Frame: 3 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Social Studies, English Language Arts, Character Education

Integration of Technology:

Use of the district provided laptops/iPads

Equipment Needed:

Laptop, textbook, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: SW research contemporary African Americans in government to learn about the obstacles they faced and their accomplishments.	Lesson Sequence - Brainstorm a list of African Americans in Government (John Lewis, Kamala Harris, Colin Powell, Condoleezza Rice, Barack Obama, etc.) - Have students work in cooperative groups to select one pioneer in government and research his/her background, obstacles, accomplishments - Create a presentation for the class to teach about this individual (choice of poster, PowerPoint slides) - Have each group teach the class about their pioneer in government	- Class discussion - Teacher observation and conferences - Student collaboration - posters/group presentation

Differentiation:

Modification of written work/expectations if needed, accept verbal responses if needed, scribe or co-writers for specific students if needed

Resources Provided:



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- John Lewis: Trilogy graphic novels
- BrainPOP
- Internet access to research sites: kiddle.com; ducksters.com



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 3	Course Title: Amistad Unit
Created: 3 rd Grade Team	Board Approved on:	



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Unit Overview Template

Content Area: Social Studies **Grade Level:** 4th Grade **Unit Title:** 4th Grade Amistad

Unit Summary: The 4th grade Amistad unit will be implemented throughout the curriculum when applicable and will focus primarily on how the growth and progress of New Jersey and the United States impacted African Americans through political, geographical, cultural, and historical perspectives.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: The goal of instructing Social Studies is to inspire students to use their knowledge of the world around them to overcome challenges and instigate a response that spreads compassion, understanding, and hope throughout our nation and the global community. Students will continue to understand that history is an interpretation of the past, shaped into a story or narrative that uses verifiable data or information, taken from the time period being studied. The students in the 4th grade will continue to build their knowledge and understanding of history through the Amistad curriculum. The Amistad curriculum will infuse the vast contributions and experiences of African Americans and allow for the students to have a more detailed understanding of the American people and their shared history.

Career Readiness (Standard 9):

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Learning Targets

Standards: New Jersey Core Curriculum Social Studies

SOC.6.1- [Standard] - U.S. History: America in the World

-Civics, Government, and Human Rights: Civics and Political Institutions

-History, Culture, and Perspectives: Continuity and Change

Content Statements: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.5.CivicsPI.3:	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.5.Civic.DP.1:	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.CivicsHR.2:	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
6.1.5.UHistoryCC.7:	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.CivicsPD.3:	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.



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L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
W.IW.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SL 4.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
9.4.5.TI.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
9.4.5.TI.3:	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
9.4.5.IMI.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Unit Essential Questions:

- How were African Americans treated in New Jersey during colonization?
- How did the issue of slavery affect New Jersey?
- How did the Civil Rights Movement improve conditions in the United States for African Americans?

Unit Enduring Understandings:

- The introduction of African Americans into colonial society impacted American culture.
- The harsh conditions of slavery in America created political and moral crises that led to the Civil War.
- People from different cultures learn to live with tolerance and respect for each other.

Unit Learning Targets:

Students will....

Assess the impact of slavery during the colonial period.

Assess the impact of the abolishment of slavery.

Assess the impact of the Civil Rights Movement.



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Evidence of Learning

Summative Assessment: Test

Equipment Needed: Textbooks, iPads, Internet access, articles

Teacher Resources: Laptop, Teacher's textbook guide, Internet sites, supplemental materials

Formative Assessments:

- Technology supported cooperative learning
- Comparative writing
- Use of graphic organizers
- Extension projects
- Text rendering
- Metacognition Tables
- Closure Activities- Exit slips
- Reading Comprehension questions
- Quizzes
- Writing Journals



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Lesson Plans

Lesson	Time Frame
Lesson 1 African Americans during Colonization	3 days
Lesson 2 New Jersey During the Civil War	3 days
Lesson 3 Civil Rights Movement	3 days

Teacher Notes: These lessons feature the contributions of influential African Americans in our country.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.state.nj.us/state/historykids/NJHistoryKids.htm>

<http://www.socialstudiesforkids.com/subjects/ushistory.htm>

<http://www.kidspast.com/>

<https://kids.usa.gov/history/index.shtml>

http://www.americaslibrary.gov/aa/tubman/aa_tubman_subj.html

https://www.youtube.com/watch?v=NQ_gRFYgXMo

http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm

<http://www.blackhistorystudies.com/resources/resources/facts-about-harriet-tubman/>

http://www.pbs.org/newshour/extra/lessons_plans/the-50th-anniversary-of-the-march-on-washington-lesson-plan-a-time-for-change/



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Lesson Plan 1 Template

Content Area: Social Studies

Lesson Title: African Americans During Colonization

Time Frame: 3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts

Integration of Technology:

Use of provided websites

Equipment Needed:

Laptop, textbook, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze and understand the cause & effect of slavery on Colonial Society in America.	Lesson Sequence - Read text pages 66-69, <u>The New Jersey Colony</u>. - Focus discussion on East/West NJ & role of abolitionists. - View video about slave trade in the colonies. Students will discuss the exploited labor force, why they were chosen to meet labor shortage needs, Atlantic Passage, slave trade in the colonies. - Constitution pages 78-81. Focus: NJ/VA Plan for Government, 3/5 Compromise (slaves). Task: Right to Vote Activity. - Journal- Life of a Slave - Print Readworks Articles and questions	- Closure Activities - Technology supported cooperative learning - Journal Writing - Graphic Organizers



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Differentiation:

The lesson is concept based and allows for flexible grouping to help differentiate the overall material. Teachers will be available for assessment and small grouping when necessary.

Resources Provided:

- Internet Access
- myWorld
- iPads
- Readworks.org (Title - Sailing for Freedom)
- Article-A-Day Set- Social Reformers in America
- Supplemental materials



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Lesson Plan 2 Template

Content Area: Social Studies

Lesson Title: New Jersey During the Civil War

Time Frame: 3 days

Lesson Components

21st Century Themes ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
 English Language Arts

Integration of Technology:
 Use of provided websites

Equipment Needed:
 Laptop, textbook, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe what people in New Jersey did in response to slavery. - Explain how people in New Jersey participated in the Civil War.	Lesson Sequence - Read text pages 106-109. - Focus discussion on fighting slavery, the Underground Railroad, NJ in the Civil War. - Task: Write a newspaper article discussing the fight to end slavery. - Task: View Underground Railroad video clips, read about NJ roles, learn about conductors such as Harriet Tubman. Complete biography form. - Task: Compare the views of slavery North/South explain why it was necessary to abolish slavery. - Print Readworks Articles and questions	- Timelines - Closure Activities - Technology supported cooperative learning - Writing assessed
Differentiation:		



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The lesson is concept based and allows for flexible grouping to help differentiate the overall material. Teachers will be available for assessment and small grouping when necessary.

Resources Provided:

- Internet Access
- Laptops, iPads
- Websites
- Readworks.org (Title - 'The Crusade Against Slavery and Slavery's Secrets) in New Jersey during the Civil War
- Supplemental materials



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Lesson Plan 3 Template

Content Area: Social Studies **Lesson Title:** Civil Rights Movement **Time Frame:** 3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts

Integration of Technology:

Use of provided websites

Equipment Needed:

Laptop, textbook, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain the importance of the Civil Rights Movement in the United States and its impact.	Lesson Sequence - Class discussion of Civil Rights. Text pages 126-129 - Reading of What was the March on Washington? Task: Role of Civil Rights Leaders. Completion of 'The Goals of the March on Washington for Jobs and Freedom.' - Segregation in southern schools: Video clip: First hand account, Reading Passage: second hand account. Comparison - Persuasive Writing: You live during the Civil Rights Movement- Write a letter to a friend, describing how important the movement is to you. - Read John Lewis Graphic Novel Trilogy: March and Make connections to Civil Rights Movement and current events	- Closure Activities - Technology supported cooperative learning - Essay Writing - Comparison of 2 sources



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Differentiation:

The lesson is concept based and allows for flexible grouping to help differentiate the overall material. Teachers will be available for assessment and small grouping when necessary.

Resources Provided:

- Internet Access
- myWorld
- Laptops, iPads
- Websites
- John Lewis Graphic Novel Trilogy: March
- Supplemental materials



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately, or Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging strongly and require higher order thinking and problem solving skills	X	☐	☐
Allow for student choice	X	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	X	☐	☐
Integrate global perspectives	☐	X	☐
Integrate 21st century skills	X	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X	☐	☐
Are varied to address different student learning styles and preferences	X	☐	☐
Are differentiated based on student needs	X	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X	☐	☐
Provide opportunities for student reflection and self- assessment	X	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	X	☐	☐

Curriculum Design Template

Content Area: Social Studies	Grade Level: 4	Course Title: Amistad Curriculum
Created: 4th grade teachers	Board Approved on:	



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Unit Overview Template

Content Area: Social Studies

Grade: 5

Unit Title: 5th Grade Amistad

Unit Summary: The 5th grade Amistad unit will be implemented throughout the curriculum when applicable and will focus primarily on how world events impacted African Americans through political, geographical, cultural, and historical perspectives.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Excellence in Social Studies teaching and learning is especially critical as the 21st century affirms what educators have known for several decades: civic engagement and literacy, as well as global cultural competence equips and empowers our students to engage the world successfully. Our students should have a deep knowledge of the past and present complexities within our national story and how our nation has been and continues to be inextricably connected to the entire world. The Amistad curriculum and the Social Studies Standards require that students learn about the world and about themselves through inclusive course content, for example, the co-existence of slavery and freedom from different areas around the world. The complexity of these stories deepens the critical thinking that shapes our students' personal identities as local and global citizens and it prepares our students to be intellectually and personally engaged in the world.

Career Readiness (Standard 9): 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Learning Targets

Standards:

SOC.6.1.8 US History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

LA.RI.5 Informational Reading Text: Key Idea and Details; Craft and Structure; Integration of Knowledge and Ideas.

LA.W.5 Production and Distribution of Writing; Research to Build and Present Knowledge

SEL.PK-12.1-2 Self-Awareness, Self-Management, Social Awareness

Content Statements: All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.



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6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good
6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.



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W.AW.5.1B	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
W.IW.5.2.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EI.1.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
9.4.5.TL.3:	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. 1PRET.5)
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK.12.4.3	Evaluate personal, ethical, safety and civic impact of decisions

Unit Essential Questions:

- How was the African American affected by the European/American slave trade?
- How was the African American affected by the economics of Triangles of Trade?
- How did resistance to slavery and the development of the Underground Railroad affect African Americans?

Unit Enduring Understandings:

- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does human environment interaction influence or determine the development of cultures, societies, and nations?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Unit Learning Targets:

Students will....

Assess the impact of the European/American indentured servants and slave trade.

Assess the impact of the Triangles of Trade on African Americans.

Assess the resistance to slavery and role of the Underground Railroad.



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Evidence of Learning

Summative Assessment: Test

Equipment Needed: Textbooks, laptops, Our Country's History, maps, globes

Teacher Resources: laptop, teacher's textbook guide, projector, Internet resources: BrainPop, EdPuzzle, Pearson SAAVAS Online Component, Materials, My View selections - , Suggested Novel Readings: Maniac Magee, Short Story: To March or Not to March, Who Was: Harriett Tubman, Ruby Bridges (movie)

Formative Assessments:

- Venn Diagram Compare/Contrast – Indentured Servants and Slaves
- Completed map studies
- Journal entries
- Export Ad
- Triangles of Trade Trading Cards
- New verse for “Follow the Drinking Gourd”
- Critical thinking questions
- Reading comprehension questions
- Triangle Trade Activity Pages
- FlipGrid



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Lesson Plans

Lesson	Time Frame
Lesson 1 Indentured Servants and Slaves	2 days
Lesson 2 Triangles of Trade	2 days
Lesson 3 Underground Railroad	2 days

Teacher Notes: These lessons feature the contributions of influential African Americans in our country.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.pbs.org/oph/historydetectives/feature/indentured-servants-in-the-us/>

<https://www.brainpop.com>

<https://www.youtube.com/watch?v=40oXJCogrIg>



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Lesson Plan 1 Template

Content Area: Social Studies

Lesson Title: Indentured Servants and Slaves

Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

English Language Arts

Integration of Technology:

Teacher selected websites as relevant and needed.

Equipment Needed: laptops, atlas, globes, activity maps, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe ways Europeans became indentured servants. - Describe how Africans became slaves. - Compare indentured servants and slaves.	Lesson Sequence: - Whole class – Build background - The students will then discuss how the Colonies' need for cheap labor led to the need for indentured servants and slaves. - In groups students will complete map/globe activity as well as answering comprehension questions. - Students then complete a Venn diagram for Indentured Servants and Slaves. - The students will be required to complete a critical thinking journal entry.	- Activity Sheets - Venn Diagram - Journal Entry
Differentiation: This lesson is concept based and allows for flexible grouping to help differentiate the overall material.		
Resources Provided: http://www.pbs.org/opb/historydetectives/feature/indentured-servants-in-the-us/ - Internet access - Laptop - Atlas of Our Country's History		



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- Activity globes and maps
- Activity Sheets 21a – 21d
- Journals



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Lesson Plan 2 Template

Content Area: Social Studies

Lesson Title: Triangles of Trade

Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

English Language Arts

Integration of Technology:

Teacher selected websites as relevant and needed.

Equipment Needed:

laptops, atlas, globes, activity maps, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the main exports of each region. - Describe the trade relationship between regions.	Lesson Sequence: - Whole class build background - The students will then discuss trade in the colonial era. - In groups – students will use Activity sheets 22a-22d globes, and world maps to identify four regions: Africa, Europe, the 13 colonies, and the West Indies and the products they export; and the people or goods each region wants. - In groups students will complete map/globe activity as well as answering comprehension questions. - Individuals complete trading cards. - Create an ad for one of the exports traded in the 'Triangles of Trade.	- Activity sheets - Trading cards - Ad - Triangular Trade Activity Pages



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Differentiation:

This lesson is concept based and allows for flexible grouping to help differentiate the overall material.

Resources Provided:

- <http://www.brainpop.com>
- Internet access
- Laptop
- Activity globes and Maps
- Activity Sheets 22a – 22d
- Poster materials for ads
- - Triangular Trade Activity Pages



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Lesson Plan 3 Template

Content Area: Social Studies

Lesson Title: Underground Railroad

Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

English Language Arts

Integration of Technology:

Teacher selected websites as relevant and needed.

Equipment Needed: laptops, atlas, globes, activity maps, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify slave and free states. - Explain the term Underground Railroad. - Trace a route on the Underground Railroad.	Lesson Sequence: - While playing "Follow the Drinking Gourd" class is to identify slave and free states. - In pairs students will work on Activity sheets 42a – 42c - Using the map on Activity sheet 42d students are to trace a route on the Underground Railroad. - Students are to write a new verse to the song "Follow the Drinking Gourd" describing the route they drew from the Ohio River to freedom in British North America.	- Activity Sheets - Completed Map - New Verse of "Follow the Drinking Gourd."
Differentiation: This lesson is concept based and allows for flexible grouping to help differentiate the overall material.		
Resources Provided: https://www.youtube.com/watch?v=40oXJCogrIg - Internet access - Laptop - Atlas of Our Country's History - Activity globes and Maps		



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- Activity Sheets 42a – 42d
- Journals



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☐	☒	☐
Are differentiated based on student needs	☐	☒	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies	Grade Level: 5	Course Title: 5 th Grade Social Studies
Created: 5 th Grade Teachers		Board Approved on:



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Unit Overview Template

Content Area: Social Studies
History

Grade Level: 6th Grade

Unit Title: Slavery Throughout Ancient

Unit Summary: The institution of slavery is a recurring theme across the ancient civilizations studied in the 6th-grade curriculum. While the lessons are distributed throughout the year rather than in a single block, they form a cohesive thematic unit that analyzes the evolution of forced labor in antiquity. Students will engage in debates and discussions to evaluate the economic structures that either sustained or challenged these systems. By using the American experience as a familiar touchstone, students will compare and contrast modern history with ancient practices, examining the social impact of slavery, the roots of rebellion, and how these historical foundations contributed to the multicultural fabric of the United States.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit explores the historical persistence and evolution of slavery across ancient civilizations. Students will analyze the economic and social justifications for forced labor, compare the lived experiences of enslaved peoples, and trace how these systems changed over time. To ground these global concepts, students will draw upon their foundational knowledge of slavery in the United States. Additionally, the unit clarifies the distinction between immigration and emigration by inviting students to examine their own cultural histories and migration patterns.

Career Readiness (Standard 9):

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Learning Targets

Standards:

NJ Student Learning Standards: Social Studies- SOC.6.1.8

NJ Student Learning Standards: Language Arts- LA.6.RL

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills: 9.1.8

New Jersey Social and Emotional Learning - SEL.PK-12.1-5

Content Statements:

Social Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Language Arts: Reading Literature Text for key ideas and details, craft and structure, and integration of knowledge and ideas.

Career Readiness / Life Literacies: Awareness of an appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Digital Citizenship / Technology Literacy: Use technology to enhance productivity, increase collaboration and communicate effectively.



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Social and Emotional Learning: Self awareness, self monitoring, Responsible Decision Making

CPI#:

Cumulative Progress Indicator (CPI):

NJSLS- Social Studies

6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals
6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

NJSLS- Language Arts

RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.IW.6.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.AW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

NJSLS- Career Readiness, Life Literacies, and Key Skills (standard 9)

9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

New Jersey Social Emotional Learning

SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds



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SEL.PK-12.3.3

Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Essential Questions:

- What are the similarities between the Amistad Rebellion and the rebellion led by Spartacus?
- What factors cause slave rebellions?
- What are the different ways people immigrate to the United States?
- Why did civilizations allow and support slavery?
- How did slavery help and hurt the economy of civilizations studied?

Unit Enduring Understandings:

- Understand forced migration throughout history.
- Identify what factors caused slave rebellions.
- Understand the economics behind slavery.
- Identify why civilizations supported slavery for hundreds of years, despite it being morally wrong.

Unit Learning Targets:

Students will....

- Compare and contrast famous slave rebellions to analyze similarities in the treatment of slaves throughout history.
- Analyze how the United States becomes a "multicultural nation" by studying immigration of different groups.
- Determine why slavery was supported in various civilizations and nations.
- Analyze the economics that supported slavery in various civilizations.

Evidence of Learning

Summative Assessment: 3-5 Days

Unit Tests, Classroom Debates / Discussion, Short Constructed Response (SCR)

Equipment Needed: iPads, Google forms, Google Classroom

Teacher Resources: Laptop w/ Newline board

Formative Assessments:

- Entrance/Exit Cards
- Space Race/Kahoot!
- Surveys
- Webquests
- Help/Expert Board
- Short Constructed Response (SCR) Pre-Writing Tool



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Lesson Plans

Lesson	Time Frame
Lesson 1: Slave Rebellion (SCR): Amistad vs. Spartacus	42 minutes/2 days
Lesson 2: The "Cost" of Slavery	42 minutes/1 day
Lesson 3: Exploring Human Origins in Africa	42 minutes/2 days

Teacher Notes: Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP or 504 Plan, or as/when deemed necessary by the classroom teacher(s).

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.history.com/topics/amistad-case

www.history.com/news/the-amistad-slave-rebellion-175-years-ago

http://www.bbc.co.uk/history/historic_figures/spartacus.shtml

www.history.com/topics/inventions/cotton-gin-and-eli-whitney

<https://www.archives.gov/education/lessons/cotton-gin-patent/>

<http://www.migrationpolicy.org/>

www.libertyellisfoundation.org

<http://www.history.com/topics/black-history/slavery>

<http://www.cnn.com/2015/08/02/asia/india-poor-census-secc/>



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Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** *Amistad* vs. *Spartacus* SCR **Time Frame:** 42 mins/2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:
Communication Arts

Integration of Technology:
iPads, Documents for Analysis

Equipment Needed:
Laptops, Projector, Teacher Created Short Constructed Response Question

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze primary and secondary sources to identify the causes of slave rebellions. - Compare and contrast the motivations and outcomes of the <i>Amistad</i> and Spartacus uprisings. - Construct a Short Constructed Response (SCR) using evidence to support a claim regarding common factors in human uprisings.	Lesson Sequence - Step 1: Introduction SCR Launch: Provide a brief overview of the "Slave Rebellion SCR. Define the essential question: What common human traits and conditions lead to the decision to rebel? - Protocol Review: Revisit the SCR format. Distribute and review the "SCR Tips" anchor chart, focusing on how to cite evidence and analyze a source's perspective. - Q&A: Open the floor for clarifications on expectations and grading rubrics. Step 2: Case Study I – The <i>Amistad</i> (1839)	- Primary / Secondary Source Analysis - Short Constructed Response (SCR) - Classroom Discussion



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- Document Analysis: Students examine primary and secondary sources, including excerpts from *Mutiny on the Amistad* (Howard Jones) and *United States V. Amistad* (Susan Dudley Gold).
- Multimedia Integration: Screen selected clips from the film *Amistad* (1997) to provide a visual context for the ship's conditions.
- Formative Assessment: Students answer scaffolded follow-up questions to identify the specific economic and legal factors involved in this revolt.

Step 3: Case Study II – The Spartacus Revolt (73–71 BCE)

- Classical Comparison: Students analyze accounts of the Third Servile War.
- Multimedia Integration: Screen selections from the film *Spartacus* (1960) to illustrate the social structure of Roman gladiatorial slavery.
- Formative Assessment: Students answer follow-up questions focusing on the social and military factors that drove the Roman rebellion.

Step 4: Comparative Synthesis

- Data Mapping: Using a graphic organizer, students compare and contrast Document 1 (*Amistad*) and Document 2 (*Spartacus*).
- Thematic Focus: Discussion will center on "human traits" (the desire for agency,



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courage, desperation) and "environmental conditions" (oppression, lack of legal recourse) that serve as catalysts for uprisings.

Step 5: Summative Assessment (SCR)

- The Task: Students draft a Short Constructed Response (SCR).
- Prompt: Compare and contrast the Amistad mutiny and the Spartacus revolt. What common factors—social, economic, or psychological—consistently lead to slave rebellions throughout history?
- Requirement: Students must cite at least one piece of evidence from each case study to support their claim

Differentiation:

This lesson is designed for students to complete with minimal differentiation/modifications. As needed, teachers will read documents aloud to students, clarify words, and rephrase text. Additionally, the use of iPads will allow students to highlight or enlarge text as needed. The SCR question will be designed to organize students' ideas clearly (Analysis of Document 1; Analysis of Document 2; Compare/Contrast and Connection Question; Connection to Other Knowledge; Writing Short Constructed Response). Additionally, all students will be provided with a Short Constructed Response (SCR) pre-writing tool to help them organize their ideas.

Resources Provided:

- Primary/Secondary Sources relating to Amistad and Spartacus
- Excerpts from *Mutiny on the Amistad: The Sago of a Slave Revolt and Its Impact on American Abolition, Law, and Diplomacy* by Howard Jones
- Excerpts from *United States V. Amistad: Slave Ship Mutiny* by Susan Dudley Gold
- Selections from DreamWorks *Amistad* (1997)
- Selections from Bryna Productions *Spartacus* (1960)
- Written Short Constructed Response Question
- Short Constructed Response Pre-Writing Tool

Internet Resources:

- Excerpts on Spartacus from www.ancient-origins.net
- <http://www.history.com/topics/amistad-case>
- www.history.com/news/the-amistad-slave-rebellion-175-years-ago
- http://www.bbc.co.uk/history/historic_figures/spartacus.shtml



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Lesson Plan 2 Template

Content Area: Social Studies **Lesson Title:** The "Cost" of Slavery **Time Frame:** 42 minutes/1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Communication Arts

Integration of Technology:

iPads, Documents for Analysis

Equipment Needed:

Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the hierarchical social structure of the Roman Empire to determine how status influenced daily life. - Media Literacy: Evaluate multimedia sources to identify evidence of disparate treatment between Roman social classes and enslaved persons. - Map Skills: Synthesize data from Roman trade route maps to explain the correlation between economic expansion and the demand for slave labor. - Corroborate historical claims about the Roman labor force using evidence from primary and secondary digital sources. - Critical Thinking-Assess the long-term social and economic consequences of a labor system dependent on enslaved populations.	Lesson Sequence: I. Anticipatory Set (5 Minutes) Prompt: "If our school were an empire, who would be at the top? Who would be in the middle? Who does the most 'heavy lifting' to keep it running?" - Briefly connect this to the concept of Social Order—the system used to rank people in a society. II. Step-by-Step Instructional Sequence Step 1: Whole-Group Introduction (10 Minutes) - Project/have students access the PBS Social Order homepage.	- Anticipatory Set (Google Form) - Class discussion - Structured discussion to analyze if goals of lesson were met - Public Speaking - Three Column Organizer - Exit Card



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- Perspective-Construct a first-person narrative that illustrates the daily challenges and societal significance of a specific lower-class occupation.
- How did a person's social class determine their power, rights, and responsibilities in the Roman Empire?

- **Teacher-Led Reading:** Read the "Social Order" overview aloud.
- **Discussion:** Identify the difference between "Status" (birth/wealth) and "Legal Rights" (citizenship).

Step 2: Guided Exploration & Data Collection (20 Minutes)

- **The Task:** Students will use their iPads to explore the five specific class links.
- **Activity – The Roman Social Registry:** Students will complete a **Three-Column Organizer** as they navigate the site.

Step 3: Visualizing the Hierarchy (10 Minutes)

- Students take the data from their table and place the groups onto a **Pyramid Diagram**.
- **Constraint:** The width of the pyramid levels should represent the *size* of the population (e.g., the Slaves/Plebeians level should be the widest at the bottom).

Step 4: Collaborative Analysis (10 Minutes)

- In small groups or as a whole class, students debate the two "Critical Thinking" prompts:
1. **Population Representation:** Which group(s) had the largest population and most accurately represented the "average" Roman?
 2. **Economic Engine:** Which group was most vital to the *daily operations* of the Empire? (Encourage students to look



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beyond the Senators and focus on the labor of the Plebeians and Enslaved people).

3. Using the Trade in the [Roman Empire map](#) discuss the various goods that were produced and traded in each area of the empire. Facilitate a discussion about how the various social classes were a part of this economy by asking questions such as:
 - In what way were the plebeians, slaves, and freemen critically important to trade in the Roman Empire?
 - How might the use of slave labor have enabled the Romans to be more competitive in the world market? Less competitive?

Based on what they have learned about the Roman economic system, have students discuss the following questions:

- How would the absence of slave labor have impacted the spread of the Roman Empire and its wealth?
- In what ways did slave labor cause the Romans to become lazy?
- Was slave labor profitable? If so, how?
- In what ways did the roles of Plebeians, slaves, and freeman in ancient Rome illustrate the saying "The rich get richer and the poor get poorer"?

III. Check for Understanding

Activity: As a closing activity, have students write a diary or journal



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entry, a letter, or a story describing life as a Plebeian, slave, or freeman in ancient Rome and why his/her job is important.

IV. Student Recording Activity: "The Roman Social Registry"

(Distribute this digitally via Google Classroom or as a handout)

Directions: Navigate through the *The Roman Empire in the First Century* website. For each "order" or class, find one fact about their **rights** and one fact about their **daily life**.

1. Patricians
2. Senators
3. Equestrians
4. Plebeians
5. Slaves (Enslaved) & Freemen

Synthesis Question: After comparing the classes, explain how the Roman economy relied on the groups at the *bottom* of the pyramid more than the groups at the *top*.

- Lesson Note-While students read the [Slaves and Freemen](#) section, remind them to look for clues about how one could *exit* slavery (Manumission), as this is a key difference they will later compare with U.S. history.

V. Independent Check for Understanding

Exit Ticket: "If you were a Roman Emperor looking to prevent a rebellion, which social class would you be most worried about keeping happy? Use one piece of evidence



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from today's reading to justify your answer."

Differentiation:

The lesson is student-centered and concept-based. The lesson emphasizes analysis of documents, critical thinking, and public speaking skills. Students will be provided with materials and a guided note sheet to organize their ideas. Several different types of material are used to emphasize content (primary source documents, videos, charts, etc.). Students will be prompted throughout the discussion to jigsaw their findings.

Resources Provided:

- <https://www.pbs.org/empires/romans/index.html>
- <https://www-tc.pbs.org/empires/romans/pdf/lesson8.pdf>
- <https://www.pbs.org/empires/romans/empire/order.html>
- <http://www.pbs.org/empires/romans/empire/patricians.htm>
- <http://www.pbs.org/empires/romans/empire/senators.html>
- <http://www.pbs.org/empires/romans/empire/equestrians.html>
- <http://www.pbs.org/empires/romans/empire/plebians.html>
- <http://www.pbs.org/empires/romans/empire/slaves.html>
- <https://orbis.stanford.edu/>



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Lesson Plan 3 Template

Content Area: Social Studies
days

Lesson Title: Exploring Human Origins in Africa

Time Frame: 42 mins/ 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Communication Arts

Integration of Technology:
iPads, Documents for Analysis

Equipment Needed:
Laptops, projector, teacher created Short Constructed Response (SCR)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze scientific evidence that supports the idea that Africa is the birthplace of humanity. - Discuss the historical and cultural implications of Africa being the origin of humanity. - Use the 'I'QE Protocol to facilitate critical thinking and peer discussion. - Work collaboratively to identify and synthesize key evidence from scientific articles.	Lesson Sequence: - Do Now: Display the question: "Where do you think humans originated from?" - Have students write a brief response. Lead a short discussion on common beliefs and misconceptions about human origins. - Video Introduction (10 minutes): - Video Clip: The Cradle of Humankind: A whole new world to discover - Length: Approximately 3 minutes - Link: The Cradle of Humankind: A Whole New World to Discover - This clip explores the Cradle of Humankind, an area in South Africa where some of the most significant fossils	- Primary / Secondary Source Analysis - Jigsaw sharing - Classroom Discussion



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related to human evolution have been discovered. It provides a visual overview of Africa's role in human origins, combining archaeological evidence with the broader narrative of human evolution.

- This video will provide students with an introduction to the Cradle of Humankind and the key archaeological discoveries that have been made in Africa, supporting the lesson's focus on Africa as the origin of humanity.
- Guiding Questions for video clip:
- What significant fossil find was discovered in 1947 and what type of early human ancestor does it represent?
- Describe the changes in tourism operations in the Cradle of Humankind over the past 15 years.
- Why was the Cradle of Humankind declared a World Heritage Site and what makes it unique compared to other sites?

Direct Instruction:

- Introduce the topic of human origins in Africa, providing a brief overview of the four articles (Teacher Guide Summary):
- Human Evolutionary Tree
- Genetic Diversity of Africa
- How Africa Became the Cradle of Humankind
- The Mother of All Languages
- Explain that each article presents different aspects of the scientific evidence supporting the idea that



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	Africa is the birthplace of humanity. Pre-Discussion Individual Reflection: • Assign each student one of the four articles to read individually. After reading, students will use the TQE Protocol to reflect on the text by noting their Thoughts, Questions, and Epiphanies (TQEs) on this note catcher. • TQE Protocol Group Discussions: Round 1 – Article Groups: • Group students based on the article they were assigned (e.g., all students who read the same article work together). Students will share their TQEs in small groups, and the group will choose the top two TQEs to share with the larger class. Round 2 – Mixed Groups: • Rearrange students into new groups, ensuring each group has members who read different articles. In these mixed groups, students will share the key evidence and TQEs from their article. Each group will then agree on the three most relevant pieces of evidence that prove Africa was the birthplace of humanity. Whole-Class Discussion of TQEs: • Groups will present their chosen TQEs and pieces of evidence. Write the TQEs on the board, and use them to facilitate a whole-class discussion about the evidence of Africa as the origin of humankind.	
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- Focus the discussion on critical thinking, encouraging students to use the evidence to support their ideas and asking clarifying questions where necessary. Edit TQEs with the class to ensure clarity and depth.

Closure:

- Ask students to reflect on the discussion: "How did the evidence change or confirm what you previously thought about human origins?"
- Exit Ticket: Students will write a paragraph explaining why it is important to understand Africa's role as the cradle of humanity.

Differentiation:

This lesson is designed for students to complete with minimal differentiation/modifications. As needed, teachers will read documents aloud to students, clarify words, and rephrase text. Additionally, the use of laptops will allow students to highlight or enlarge text as needed.

Resources Provided:

- Video:
<https://njamistad.com/wp-content/uploads/2024/12/The-Cradle-of-Humankind-A-whole-new-world-to-discover.mp4>
- Articles:
 - o <https://njamistad.com/wp-content/uploads/2024/12/Human-Evolutionary-Tree-1.pdf>
 - o <https://njamistad.com/wp-content/uploads/2024/12/Genetic-diversity-of-Sub-Saharan-Africa-revealed.pdf>
 - o <https://njamistad.com/wp-content/uploads/2024/12/How-Africa-Became-the-Cradle-of-Humankind.pdf>
 - o <https://njamistad.com/wp-content/uploads/2024/12/The-Mother-of-All-Languages.pdf>

Internet Resources:

- <https://njamistad.com/courses/exploring-human-origins-in-africa-6-8/lessons/unit-2-6-8-learning-plan/>



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies

Grade Level: 6th Grade

Course Title: Amistad/Ancient Studies

Created: Devin Haggerty, Alison Reynders and Robert
Tompson

Board Approved on:



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Unit Overview

Content Area: Social Studies

Grade Level: 7

Unit Title: Our Enduring Constitution

Unit Summary: This unit explores the U.S. Constitution as a living document that evolves to meet the shifting needs of society. Students will analyze how the foundational compromises of the 18th century continue to shape American life today, while investigating the judiciary's ongoing challenge to protect the rights of all citizens. By examining systemic inequalities within the justice system, we will trace the centuries-long struggle for civil rights for marginalized populations. Through an in-depth study of the Articles and Amendments, students will evaluate how "We the People" has expanded over time to more fully include African Americans and women in the American promise.

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: "This unit challenges students to view American democracy not as a finished product, but as a dynamic "work in progress." Students will discover that the health of our republic depends entirely on the active engagement of its people. By exploring the power of the civic voice, students will learn how citizens identify societal inequalities and advocate for the universal application of our founding principles. Ultimately, the unit empowers students to see themselves as vital participants in the ongoing effort to ensure "liberty and justice for all."

Career Readiness (Standard 9):

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

Learning Targets

Standards:

NJSLS-Technology

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

NJSLS-Social Studies

SOC.6.1.-America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.2.-All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.



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SOC.6.3. Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

NJSLS-English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standards: NJSLS-Social Emotional Competencies

SEL-PK.12.1-Self Awareness: Recognize one's feelings and thoughts.

SEL-PK.12.3-Social Awareness: Recognize and identify the thoughts, feelings and perspectives of others.

Content Statements:

Political and civic institutions impact all aspects of people's lives.

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

CPI#:

Cumulative Progress Indicator (CPI):

NJSLS- Social Studies

6.1.8.CivicsPI.3.b

Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.



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6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.HistoryUP.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
<i>NJSLS- Language Arts</i>	
RI.AA.7.7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support)



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	and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
<i>New Jersey Social Emotional Learning</i>	
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
<i>NJSLS- Career Readiness, Life Literacies, and Key Skills (standard 9)</i>	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally. •
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

Unit Essential Questions:

- How do citizens, civic ideals and government institutions interact to balance the needs of individuals and the common good?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- What was the significance of the Amistad rebellion for enslaved people, for free African Americans and for all Americans?
- How are the actions of the past responsible for the challenges we face in American society today?
- How can we continue to be active participants in our democracy and ensure that the voices of all citizens are heard and respected?

Unit Enduring Understandings:

- Understand the Constitution as a living document.
- Identify how changes in the Constitution reflect societal changes.
- Understand how the Constitution has been interpreted over time.
- Understand the struggle for equality from the perspectives of African Americans and women throughout our history.
- Understand the importance of standing up for what you believe in.



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Unit Learning Targets:

Students will....

- Identify limits on individual rights and analyze why there is a need for limits on these rights.
- Determine the role of the courts in interpreting citizens' rights and identify how protecting the rights of citizens is a continuing challenge.
- Compare and contrast the fight for suffrage by African Americans, Women and Young Adults.
- Explore the Amendments of the Constitution and infer how they reflect changes in society.



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Evidence of Learning

Summative Assessment: 3 days

Unit Test, Critical Thinking Homework Questions, Class Discussions, *Clotilda* Memorial

Equipment Needed: iPads, Jamboard, Google Earth

Teacher Resources: iPads

Formative Assessments:

- Blogs
- Supreme Court Case Analysis
- Journal Entries
- Do Now's/Exit Cards
- Memorial Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 <i>The Amistad</i>	42 minutes/ 1 day
Lesson 2 Why We Study History	42 minutes/ 2 days
Lesson 3 No More Hidden Figures	42 minutes / 3 days

Teacher Notes: Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP and ISIP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.aclu.org/>

<https://njsbf.org/wp-content/uploads/2017/03/students-rtis-4th-cd.pdf>

www.loc.gov

<http://www.supremecourt.gov/>

<http://www.icivics.org/>

<http://www.ushistory.org/us/6b.asp>

<http://www.ushistory.org/us/27b.asp>

<https://mysticscaport.org/explore/vessels/amistad-replica-schooner/>

<http://www.history.com/topics/black-history/slavery/videos/nat-turners-rebellion>

<http://www.history.com/topics/black-history/dred-scott-case>

<https://www.slavevoyages.org>



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Lesson Plan 1 Template

Content Area: Social Studies-7

Lesson Title: The *Amistad*

Time Frame: 42 minutes/1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Communication Arts, Art

Integration of Technology:

iPads, Conducting Effective Research, Blogs, Jamboard

Equipment Needed:

iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explore the key events and significance of the 1839 <i>Amistad</i> rebellion. - Analyze primary source documents to understand perspectives on the <i>Amistad</i> case and slavery in the mid-1800s. - Interpret a portrait of the rebellion's leader to learn about prevailing stereotypes of people of African descent, and how abolitionists countered them. - Evaluate and defend positions on issues regarding personal rights. - Demonstrate understanding of how the debates over slavery influenced politics and sectionalism.	Lesson Sequence NOTE ABOUT LANGUAGE (from NJ Bar Association Breaking Bias PD) "When discussing slavery with students, it is suggested the term "enslaved person" be used instead of "slave" to emphasize their humanity; that "enslaver" be used instead of "master" or "owner" to show that slavery was forced upon human beings; and that "freedom seeker" be used instead of "runaway" or "fugitive" to emphasize justice and avoid the connotation of lawbreaking." 1. Project the image of the ship <i>La Amistad</i>, at https://www.history.com/topics/abolitionist-movement/amistad-case	- Discussion thread responses - Answers to essential questions during class discussion. - Primary Source Analysis - Source Evaluation - Google Earth Activity - Painting Analysis



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- Students will explore the events of the *Amistad* rebellion and ensuing trials.
- Students will understand the judicial process, including the appeal to the U.S. Supreme Court and the defense of the *Amistad* slaves, by Former President John Q. Adams.

Ask students if they have heard of this case and allow them to share their prior knowledge.

Provide a brief overview of the *Amistad* rebellion and court case using information from the History.com article or by showing one of the following videos:

→ “The Amistad” (5:56):

<https://www.youtube.com/watch?v=Hz1ARmXfleY>.

→ “The Amistad Case: ‘Give us Free’” (7:22): https://www.youtube.com/watch?v=9_zTN6tsDpw&t=18s

2. Distribute a copy of the handout Transatlantic Slave Trade: The *Amistad*, to each student and project the definition below.

[The] transatlantic slave trade [was a] segment of the global slave trade that transported between 10 million and 12 million enslaved Africans across the Atlantic Ocean to the Americas from the 16th to the 19th century. It was the second of three stages of the so-called triangular trade, in which arms, textiles, and wine were shipped from Europe to Africa, slaves from Africa to the Americas, and sugar and coffee from the Americas to Europe. (Source: Transatlantic Slave Trade by Thomas Lewis,



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Britannica,
<https://www.britannica.com/topic/transatlantic-slave-trade>)

3. Using Google Earth, have students (individually or in pairs), trace the route of the African captives on the map from Sierra Leone, to Cuba to the United States. What does this route reflect?

4. Tell students they will analyze and compare several primary sources about the *Amistad* incident, written between 1839 and 1841, in order to better understand the perspectives of people during that era. Distribute the Primary Sources: *La Amistad* handout to each student and review the directions with them.

5. Set up stations for each source below by placing an enlarged version of the handouts in separate work areas. Depending on the class size, you may need two stations for each source. Divide students into small groups and assign them to rotate stations until they have read and recorded their observations for all three sources. Circulate while students are working, and support them with any challenging language and concepts.

SOURCES

- Entry in the American Anti-Slavery Almanac
- Editorial from The Democrat
- Letter from Cinqué to Lewis Tappan



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6. Debrief on the stations exercise using some of the following questions:

- What language or ideas did the anti-abolitionist writer use to influence his readers?
- What stereotypes or bias did you notice in the Anti-Slavery Almanac, even though its writers were supportive of the captives?
- What did you observe about Cinqué's tone? Did his manner surprise you? Explain.
- Overall, what did you take away about attitudes toward Black people and slavery in the mid-1800s?
- Why is it important to read primary sources and to not rely only on secondary sources?

Project the handout Cinqué Portrait by Nathaniel Jocelyn. Share that the portrait was commissioned by Robert Purvis, a wealthy Black abolitionist from Philadelphia, to fight against the stereotype of Africans as savages who were unworthy of freedom. Explain that stereotypes against people of African descent were common in newspapers, theater, art and literature of the day, and that abolitionists understood they had to change perceptions in order to end slavery.

NOTE

For each source, a brief



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excerpt is featured. Students should focus only on this excerpt, rather than trying to decipher the entire selection. Students who are able to go further can access the full text on a laptop or tablet using the URLs at the bottom of each source.

Direct students to observe the portrait closely and identify symbols the artist used to shift people's ideas about people of African descent. In pairs or small groups, have them write each symbol they notice on a separate sticky note. Then invite groups, one at a time, to post one of their notes onto the portrait and explain their thinking. Continue this process until a variety of ideas have been explored. Use the following to guide the discussion as needed:

- Cinqué's faraway gaze makes him look thoughtful, visionary and noble.
- His broad shoulders and strong chest, bicep and collarbones convey strength and power.
- The staff in his hands symbolizes masculinity and power.
- The toga he is wearing is associated with ancient Greece or Rome, and symbolizes nobility, heroism, and the political values of western nations.



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→ The warm light that shines on his forehead and chest make it seem as though the heavens are illuminating him, and that he is virtuous and intelligent.

→ The background represents an African landscape, but the palm trees suggest a hint of the tropics or something exotic, maybe even the American South.

Conclude the lesson by discussing the significance of the *Amistad* case. Emphasize that it is one of the most important court cases in U.S. history because it established that enslaved people were not property to be owned and helped to humanize them, thereby strengthening the abolitionist movement.

NOTE

The Picturing United States History website includes an interactive version of the Cinqué portrait. You can click on sections of the portrait to reveal information about what each represents. See <https://picturinghistory.gc.cuny.edu/white-into-black-seeing-racelavery-and-anti-slavery-in-antebellum-america/3/>

Discussion Questions

1. What did you learn from the primary documents that was new or surprising? What did they reveal about the slave



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trade or attitudes toward people of African descent?

2. What stereotypes about Black people were common in the mid-1800s? How did these beliefs keep slavery going?

3. How did people of African descent resist stereotypes and false ideas about their humanity?

4. Why was the *Amistad* rebellion and case important, not just for enslaved people, but for all Americans?

Differentiation:

The lesson is concept based and allows for flexible grouping. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by conducting effective research using varying levels of primary and secondary sources. Students will use critical thinking skills to locate essential information about the *Amistad* case and evaluate the potential biases of sources.

Resources Provided:

- Transatlantic Slave Trade: The *Amistad* (Handout)
- <https://www.history.com/topics/abolitionist-movement/amistad-case>.
- Cinqué Portrait by Nathaniel Jocelyn
- The *Amistad*" (1:21): <https://www.youtube.com/watch?v=NE1xFtoFvco>.
- "The *Amistad* Case: 'Give us Free'" (7:22): https://www.youtube.com/watch?v=9_zTN6tsDpw&t=18s.0
- Primary Source-Editorial from The Democrat
- Primary Source-Letter from Cinqué to Lewis Tappan
- Primary Source-Entry in the American Anti-Slavery Almanac
- <https://www.britannica.com/topic/transatlantic-slave-trade>
- <https://picturinghistory.gc.cuny.edu/white-into-black-seeing-racism-slavery-and-anti-slavery-in-antebellum-america/3/>.
- Written Document Analysis Sheets



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Lesson Plan 2 Template

Content Area: Social Studies-7 **Lesson Title:** Why History Is Important **Time Frame:** 42 Minutes/ 3 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Communication Arts, Math, Art, Science

Integration of Technology:

Internet Research, Blogs, Google Docs, Google Earth

Equipment Needed:

Laptops, document camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Evaluate and defend positions on issues regarding personal rights. - Demonstrate understanding of how the debates over slavery influenced politics and sectionalism. - Demonstrate understanding of the abolitionist movement. - Students will explore the events of the <i>Clotilda</i> and analyze how the ship was able to bring enslaved Africans into the United States after the passage of the 13th amendment. - Students will explore how non-profit groups such as Dive With Purpose are playing an integral role in giving voices to those whose histories were believed to be lost.	Lesson Sequence - Blog-Why is it important to study history? - Discuss student responses. - Students will view the following video:https://www.youtube.com/watch?v=vgmNkYULCw and analyze the importance of knowing our history. We will analyze how the events of the past continue to impact our current society and how they can influence our future. - Introduce students to the non-profit group: Diving With Purpose. https://divingwithapurpose.org/ Discuss: - What does this group do?	- Blog - Research - Answers to "Essential Questions" during class discussion. - Graphic Organizer-Cornell Notes - Think-Pair-Share Activity <i>Clotilda</i> Memorial



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- How do artifacts and their preservation impact communities?
- How are artifacts and stories of past lives uncovered?

- How have scientific advancements changed the way we study and record history?
- What is the mission of this group?
- How has the mission and vision of DWP evolved since its inception? What has influenced that evolution?

5. Students will read and analyze "Diving Into the Untold History"
<https://www.nationalgeographic.com/culture/article/diving-unfolding-history-wrecked-slave-ships>

Introduce students to the Cornell Note Writing Template. As they read the article they should record their findings in this format. Video Resource: Crash Course in Cornell Notes-<https://www.youtube.com/watch?v=lsR-10piMp4>

Students should finish the summary portion for homework.

6. Due to the diligence of DWP in 2018, *The Clotilda*, America's Last Slave ship was discovered off the coast of Alabama. Engage students in a discussion on the community of Africatown's rights to the *Clotilda*.

Ask: Who do you think "owns" a historical find, such as the underwater remains of the *Clotilda*?

Explain that, in this case, the *Clotilda* legally belongs to the State of Alabama. It once was privately owned and insured, but the owner



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never claimed insurance because it was illegally scuttled, and any other legal claims have expired. However, there are moral and cultural claims, too, like Africatown's. It's up to individuals to express their perspectives to the state.

Display the following quote from National Geographic's article *With Slave Ship Clotilda Found, the Work of Healing a Community Begins*: "The ship should be raised and put on display in Africatown and become part of the Civil Rights Trail," Raines said. "It should generate millions of dollars in tourism for a community that needs and deserves it more than anywhere else."

Explain that the Civil Rights Trail is a series of more than 100 locations across 15 states that were places of importance during the Civil Rights Movement. For example, there is a marked route between Selma and Montgomery, Alabama, that marks the path of the Selma-to-Montgomery March that took place in 1965. The Selma-to-Montgomery March was a protest march organized as part of a campaign for African-American voting rights.

Ask students:

- Do you agree or disagree with the quote? Why?
- What barriers do you think might get in the way of the State of Alabama agreeing with Raines' suggestion?
- Especially when considering the condition and fragility of the



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Clotilda, is this responsible for him to suggest?

- Prompt students to analyze articles and understand how the discovery of the *Clotilda* and the story it tells might impact Africatown and the descendants of its founders. *Suggested Video Resource:*

<https://www.youtube.com/watch?v=pGeoFbTr3k0>

6. Remembering the *Clotilda*-Project
Just like many stories have ways of bringing up emotions or connections within the reader, what stories or artifacts about *Clotilda* and the people of Africatown have drawn you in or engaged you in some way? Why?

Explain that students will be designing their *Clotilda* exhibits or memorials. As they read these final articles, they are to think about the following questions to help them navigate the decisions they will have to make.

Project the questions below to guide students in reading with a purpose:

- What parts of the stories that you've heard in this unit would be powerful enough to engage audiences that are not directly connected to this history?
- How can the artifacts from the *Clotilda* wreckage and other objects we've seen through our study of Benin, Africatown, and the people who live there be organized and used to tell the story of those who founded Africatown and those of their descendants?



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- How can the development of this exhibit or memorial be a part of that story?
- How could this exhibit or memorial potentially impact the lives of those still living in Africatown and the descendants of the founders of Africatown?

Prompt students to design an exhibit sketch of their proposed *Clotilda* exhibit or memorial.

- Show students examples of exhibit sketches such as the Smithsonian Institution's West Cretaceous Wing or the Rhode Island School of Design Concept Sketches. Point out how the Smithsonian Institution sketch includes labels and multiple dimensions.
- Tell students they will be designing a sketch of an exhibit they will be proposing to develop.
- Instruct students to review the Sunken Slave Ship: Final Project Rubric and explain that in their proposal, they will need to include what is in the rubric.
- Tell students they will also need access to previous articles, resources, and handouts for this activity.
- Have students review previous work and design an annotated sketched map of their exhibit that includes labels for the artifacts they will use to tell the story of the *Clotilda*, its passengers and crew, and Africatown.

Differentiation:



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The lesson is student centered and concept based. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by being able to express themselves creatively. Students will use critical thinking skills to develop a memorial centered around the *Clotilda*, the memorial will depict a way to bring attention to this historical event and help give a voice to the people involved. This lesson actively engages students and enables them to think critically. It allows students to select various tasks to complete and introduces them to an array of resources they can use to complete them. The students have a choice in their learning and are aiming to solve a real world issue that has been forgotten "underwater" for too long.

Resources Provided:

- <https://www.nationalgeographic.org/activity/preserving-clotilda/#clotilda-wreck>
- <https://www.youtube.com/watch?v=pGeoFb1r3k0>
- Cornell Notes Template
- <https://nmaahc.si.edu/explore/initiatives/slave-wrecks-project>
- <https://www.nationalgeographic.com/culture/article/diving-unfolding-history-wrecked-slave-ships>
- <https://www.nationalgeographic.com/culture/article/clotilda-slave-ship-found-healing-community-begins>
- <https://www.behance.net/gallery/26377887/Concept-Sketches>
- *Clotilda* Project rubric
- Background and Vocabulary Resource Sheet



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Lesson Plan 3 Template

Content Area: Social Studies 7 **Lesson Title:** No More Hidden Figures **Time Frame:** 42 minutes/ 3 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Communication Arts, Science, Math, Technology

Integration of Technology:

Internet Research, Google Docs, Tynker

Equipment Needed:

Laptops, document camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify groups who have been denied basic rights and equality by the United States government. - Identify the struggles African American women faced in the workplace, and continue to face today. - Identify the contributions of Dorothy Vaughn, Katherine Johnson and Mary Jackson, to America's space program.	Lesson Sequence - Blog - How/why does history only select certain people to earn a spot in our history books? Discuss student responses. - No More Hidden Figures in History In honor of Dr. Kizzmekia Corbett and the MANY other African American women trailblazers, we are going to highlight and honor other "Hidden Figures" that should no longer be hidden in our country's history. These figures include: Dorothy Vaughan, Katherine Johnson and Mary Jackson. We will view "Hidden Figures" and discuss how these women broke barriers and how their contributions have changed society. Students will be introduced to (1) a unique and fascinating episode in American history; (2) the struggles of black women to reach racial and gender parity in the workplace; (3) the accomplishments of black women in technical fields and their contributions to America's efforts in aeronautics and the space race; (4) the disruptive influence of WWII and the Cold War on patterns of employment and discrimination, disruptions which helped lay the groundwork for the rise of feminism and contributed to the Civil Rights Movement;	- Class Discussion - Tynker Project - Blog Response



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and (5) some of the effects of Jim Crow

"Hidden Figures is well-crafted historical fiction that is inspirational for young women as well as for the public in general. It tells a story that was "never hidden, but unseen." The Msces. Vaughan, Johnson, and Jackson are outstanding role models for young people who are trying to break through barriers of prejudice and glass ceilings in employment" Quotation from [From Hidden to Modern Figures: Frequently Asked Questions](#), the NASA website, accessed April 24, 2017.

2. Team Discussion:

- What obstacles did Vaughan, Johnson and Jackson face in the workplace? What were obstacles due to their race? Due to their gender?
- Where have you seen someone be first in their community? Is it easy to be a trailblazer?
- What opportunities did we see were available to others in the film in which they could have stood up for Vaughan, Johnson and/or Jackson.
- What are some examples of how others started to speak out against the injustices being faced by Vaughan, Johnson and Jackson.
- Has there been an opportunity available for you to stand up for others? Or to spark substantive discussion?
- We still see an ongoing movement in America today for Civil Rights, why?
- How will future generations look back at our generation and its fight for equality in America? Will it be similar or different to what is portrayed in "Hidden Figures"? Explain why you think so/think not.

3. Moon 2 Mars-Coding Activity

In honor of the contributions of Vaughan, Johnson and Jackson and in collaboration with the reading of the novel *Endurance* in Communication Arts, we are going to embark on our space mission using the tools created by Vaughan, Johnson and Jackson.

In this lesson, students will learn about the Lunar Gateway, a small spaceship that will orbit around the Moon and serve as a temporary home/work space for astronauts. Additionally, students will learn about the Artemis program, which will land American astronauts,



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including the first woman and the next man on the moon.

You can read about the Lunar Gateway and Artemis program here: <https://www.nasa.gov/interactives/>

Artemis: <https://www.nasa.gov/artemis>

Students will imagine themselves as Artemis astronauts living and working on the Lunar Gateway. The lesson is intended to be completed in two different parts (according to the following Teacher Guide courtesy of Tynker).

In Part 1, students are introduced to NASA's plans for lunar exploration by completing a variety of fun activities. There's also an optional "The Artemis Generation—My Role As An Artemis Astronaut" assignment, which will allow you to assess your students' understanding. The assignment will also guide your students' thought process before they start coding their "Tell Your Lunar Gateway Story" Tynker project. You can find an answer key to "The Artemis Generation—My Role As An Artemis Astronaut" assignment in the "Help" section.

In Part 2, students will combine their coding, innovation, and art skills as they complete the "Tell Your Lunar Gateway Story" project using Tynker. Students are provided a tutorial to help guide their creative process as they complete the project. Additionally, they'll reinforce coding concepts such as delays, direction and turning, sound playing, loops, simple events, input/output, and more! "Page 2" of the tutorial also includes three different sample projects.

Note: This project is open-ended and research focused. Students are provided suggestions on how to get started, but need to choose which code blocks to use.

<https://www.tynker.com/hour-of-code/nasa-lunar-gateway-guide.pdf>

Differentiation:

The lesson emphasizes critical thinking and student creativity. It allows the students to choose a coding project based on their comfort level (beginner, intermediate, expert). This project is entirely cross-disciplinary and allows for full support across all of the content areas.



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Resources Provided:

- <https://www.tynker.com/hour-of-code/nasa-lunar-gateway-guide.pdf>
- <https://www.nasa.gov/modernfigures/>
- <https://www.nasa.gov/interactives/>
- Sample Tynker Projects from Previous Years
- Tynker Tutorial
- Coding How-To



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies

Grade Level: 7

Course Title: Civics

Created: Sarah David and Devin Haggerty

Board Approved on:



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Unit Overview Template

Content Area: Social Studies

Grade Level: 8

Unit Title: 8th Grade Amistad

Unit Summary: The 8th Grade Amistad unit will be implemented throughout the curriculum when applicable and will focus primarily on how world events impacted African Americans through political, geographical, cultural, and historical perspectives.

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Excellence in Social Studies teaching and learning is especially critical as the 21st century affirms what educators have known for several decades: civic engagement and literacy, as well as global cultural competence, equips and empowers our students to engage the world successfully. Our students should have a deep knowledge of the past and present complexities within our national story and how our nation has been and continues to be inextricably connected to the entire world. *The Amistad* curriculum and the Social Studies Standards require that students learn about the world and about themselves through inclusive course content; for example, the co-existence of slavery and freedom from different areas around the world. The complexity of these stories deepens the critical thinking that shapes our students' personal identities as local and global citizens, and it prepares our students to be intellectually and personally engaged in the world.

Career Readiness (Standard 9):

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Learning Targets

Standards:

NJSLS-Technology

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

NJSLS-Social Studies

SOC.6.1.-America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.2.-All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.



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SOC.6.3. Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

NJSLS-ELA

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

NJSLS-Social Emotional Competencies

SEL-PK.12.1-Self Awareness: Recognize one’s feelings and thoughts.

SEL-PK.12.3-Social Awareness: Recognize and identify the thoughts, feelings and perspectives of others.

Content Statements:

Political and civic institutions impact all aspects of people’s lives.

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

CPI#:	Cumulative Progress Indicator (CPI):
6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.HistoryCC.5.f	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how people from other countries later used his methods.
6.2.12.CivicHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
SEL-PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others’ backgrounds
RI.CT.8.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.



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W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
TECH 9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH 9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Unit Essential Questions:

- How were African Americans affected by the European slave trade?
- How were African Americans affected by the inequity in the Vietnam military draft?
- How were African Americans affected by Gandhi's principles of nonviolent protest in their struggle for equality in the United States?

Unit Enduring Understandings:

- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does human environment interaction influence or determine the development of cultures, societies, and nations?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Unit Learning Targets:

Students will....

Assess the impact of the European slave trade.

Assess the impact of the Vietnam War on African Americans.

Assess the efficiency of non-violent protests as a means of precipitating change.



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Evidence of Learning

Summative Assessment: Test

Equipment Needed: Textbooks, iPads, Internet access

Teacher Resources: Laptop, Teacher's textbook guide, Newline board

Formative Assessments:

- Modeling of concept
- Laptop supported cooperative learning
- Journal/Daily log
- Do now procedures
- Closure activities
- Quizzes
- Critical thinking homework questions
- Reading comprehension homework questions

Lesson Plans

Lesson	Time Frame
Lesson 1 Causes and Effects of the Atlantic Slave Trade	3 days
Lesson 2 Causes and Effects of the Vietnam War	3 days
Lesson 3 Nonviolent Protests	3 days

Teacher Notes: Start the year with a review of Amistad history and weave experiences into the curriculum throughout the year.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- https://www.youtube.com/watch?v=-p5X1FjyD_g
- <https://www.youtube.com/watch?v=RZvPeCDBO-0>
- <http://www.slideshare.net/Shannicban/vietnam-draft-and-protests>



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Lesson Plan 1 Template

Content Area: Social Studies

Lesson Title: Causes and Effects of the Atlantic Slave Trade

Time Frame: 3 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Communication Arts

Integration of Technology:

Use of the district provided apps and technology programs through Clever

Equipment Needed:

iPads, textbooks, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze and interpret the causes and effects of colonization in Africa and abroad.	Lesson Sequence - The students will be broken up into groups of 4 or 5 and complete a concept inspiration web on European influence in Africa - The students will then discuss how the effects of colonization influenced the triangular slave trade. - Students will then complete a graphic organizer detailing how the slave trade diffused African culture to the southern United States. - The students will be required to complete a critical thinking worksheet on the effects of colonization on	- Do now procedures - Closure activities - Laptop supported cooperative learning



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Africa and the American institution of slavery.

- Compare *The Amistad* curriculum and the effects of colonization in the world through inclusive course content; for example, the co-existence of slavery and freedom from different areas around the world.

Differentiation:

This lesson is concept based and allows for flexible grouping to help differentiate the overall material.

Resources Provided:

- myWorld Interactive textbook
- Internet access
- iPad



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Lesson Plan 2 Template

Content Area: Social Studies

Lesson Title: The Causes and Effects of the Vietnam War

Time Frame: 3 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Communication Arts

Integration of Technology:

Use of the district provided Google Classroom program, 2 short YouTube videos on draft dodging and the statistical bias towards African Americans drafted to fight in the Vietnam War.

Equipment Needed:

iPads, textbook, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze and interpret the causes and effects of the Vietnam War - Compare and contrast the draft incongruities between minorities and the economically disadvantaged	Lesson Sequence - The students will complete a graphic organizer detailing and describing both sides, leaders, philosophies, important battles and outcomes of the Vietnam War. - The students will then watch two YouTube videos on the inequities of the U.S. draft and several clips from CBS News detailing specific events from the Vietnam War. - The students will create a t-chart detailing the differences of who was chosen for most draft positions during the Vietnam War.	- Do Now procedures - Closure activities - Laptop supported cooperative learning



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- | | | |
|--|---|--|
| | 4. The students will compare and contrast the options for the economically influential, as opposed to the economically disadvantaged during the Vietnam War draft by answering several critical thinking questions, as well as draw comparisons to the <i>Amistad</i> experience from previous lessons. | |
|--|---|--|

Differentiation:

This lesson is concept based and allows for flexible grouping to help differentiate the overall material.

Resources Provided:

- myWorld Interactive textbooks
- Internet access
- iPads
- https://www.youtube.com/watch?v=-p5X1FjyD_g
- <https://www.youtube.com/watch?v=RZvPeCDBO-0>
- <http://www.slideshare.net/Shannieban/vietnam-draft-and-protests>



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Lesson Plan 3 Template

Content Area: Social Studies

Lesson Title: Nonviolent Protests

Time Frame: 3 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Communication Arts

Integration of Technology:

Use of the district provided apps and technology programs

Equipment Needed:

iPads, textbook, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze and interpret the strategies for gaining Indian independence from British rule and how these practices influenced the African American Civil Rights crusade of the 1960s.	Lesson Sequence - The students will create a timeline of events detailing Mohandas K. Gandhi's struggle for independence from British rule. - The students will watch several excerpts from the 1982 feature film Gandhi. - The students will also create a Venn diagram comparing and contrasting the strategies used by the Indians and by African American Civil Rights Leaders and political groups - The students will then answer several critical thinking questions comparing and contrasting both struggles for equality, as well as draw comparisons to	- Do Now procedures - Closure activities - Laptop supported cooperative learning practices



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the *Amistad* experience from previous lessons.

Differentiation:

This lesson is concept-based and allows for flexible grouping to help differentiate the overall material.

Resources Provided:

- myWorld Interactive textbook
- Internet access
- iPads
- *Gandhi* (1982)



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☐	☒	☐
Are differentiated based on student needs	☐	☒	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies

Grade Level: Course Title: 8th Grade World Cultures

Created: Joseph David and Alison Reynders

Board Approved on:



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Unit Overview Template

Content Area: Social Studies

Grade Level: 10

Unit Title: Amistad

Unit Summary: This unit uses the Amistad Case to explore the history of the Abolitionist Movement in the United States. It provides opportunities for students to identify the horrors of the Transatlantic Slave Trade, learn about slavery in US law, and discuss the many and varied efforts of the Abolitionist Movement to outlaw slavery throughout the 19th Century.

Primary Interdisciplinary Connections: English

21st Century Themes

X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy

X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy

Unit Rationale: The Amistad Case is useful in communicating many themes integral to the study of the Abolitionist movement. Present in the narrative are issues relating to the horrors and legality of the slave trade, the less studied tolerance for slavery in the North, and the many varied efforts of the Abolitionist Movement.

Career Readiness (Standard 9):

CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Learning Targets

Standards: NJSLS 6.1.12, NJSLS 6.3.12, TECH 9.4.12.IML.2, TECH 9.4.12.IML.8: SEL PK-12.1.2. W.AW.9-10, RL.CR.9-10

Content Statements:

SOC: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Complex interacting factors influence people's perspective.
- Governments around the world support universal human rights to varying degrees.

TECH: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

SEL: Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



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CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
TECH 9.4.12.IML.2:	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
TECH 9.4.12.IML.8:	Evaluate media sources for point of view, bias, and motivations
SEL PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
RI.CR.9-10.1.	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RI.CI.9-10.2.	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.CT.9-10.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts
WIW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
WNW.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Unit Essential Questions:

- How did the Amistad court case affect United States law?
- How do international treaties play an important role in global society?
- How did the enslaved people on board Amistad rebel?
- How did the Amistad case affect the Abolitionist Movement?

Unit Enduring Understandings:



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This unit uses the Amistad Case to explore the history of the Abolitionist Movement in the United States. It provides opportunities for students to identify the horrors of the Transatlantic Slave Trade, learn about slavery in US law, and discuss the many and varied efforts of the Abolitionist Movement to outlaw slavery throughout the 19th Century.

Unit Learning Targets:

Students will...

- Analyze the Amistad case.
- Learn about the Amistad revolt.
- Identify & explain the Abolitionist Movement in the US.
- Describe the importance of treaties and salvage on the high seas.
- Analyze films to compare and contrast aspects of slave rebellion.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Laptops

Teacher Resources: Internet access

Formative Assessments:

- Teacher made test based on court case
- Personal narrative
- Criminal and civil court systems

Lesson Plans

Lesson	Time Frame
Lesson 1 Amistad Case	58 Min. Block Period
Lesson 2 Amistad Legal Brief	58 Min. Block Period
Lesson 3 Slave Rebellion: Amistad	2 hours/2 days

Teacher Notes: Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.history.com/topics/amistad-case>

[United States v. The Amistad - Wikipedia](#)

[Amistad Trials \(1839-1840\)](#)



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Lesson Plan 1 Template

Content Area: Social Studies

Lesson Title: Amistad Case

Time Frame: 58 min.

Lesson Components

21st Century Themes

- X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving X Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration X Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

History/Law/Civics

Integration of Technology:

Use of laptops and online education tools

Equipment Needed:

Laptop and Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze the Amistad Case and determine its significance to the Abolitionist Movement.	Lesson Sequence: - Do Now: When & why did the Transatlantic Slave Trade become illegal in the US? - Watch: Amistad Trailer - Read- Amistad Narrative as a full class. - Complete- Differing perspectives on Cinque primary source activity. - Discuss: Informal discussion on the impact of the Amistad Case.	- Edsitement activity - Class discussion - Questioning techniques
Differentiation: Students can and will be provided any combination of the materials and activities above to meet their learning needs and goals.		
Resources Provided: Laptop/Internet access		



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Lesson Plan 2 Template

Content Area: Social Studies

Lesson Title: The Amistad

Time Frame: 58 min.

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

History/Law/Civics

Integration of Technology:

Use of laptops and online education resources

Equipment Needed:

Laptop with Internet connectivity

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about the Amistad revolt and its significance in the debate over slavery. - Understand the horrors of the slave trade and the divisive nature of the slavery issue in the United States. - Identify the abolitionist movement in the U.S. - Describe the importance of treaties and salvage on the high seas.	Lesson Sequence: - Begin with the entire class viewing Amistad: The Federal Courts and the Challenge... in order to get a basic understanding of the case. - Complete independent research on the case by using the following web sites: United States v. The Amistad - Wikipedia Amistad Trials (1839-1840) - Write a legal brief on the case	Write a legal brief on the case
Differentiation: Students can be provided any combination of the materials and activities above to meet their learning needs and goals.		
Resources Provided: Amistad: The Federal Courts and the Challenge to Slavery http://www.history.com/topics/amistad-case		



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- [United States v. The Amistad - Wikipedia](#)
- [Amistad Trials \(1839-1840\)](#)



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Lesson Plan 3 Template

Content Area: Social Studies

Lesson Title: Slave Rebellion: Amistad

Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

History/Law/Civics

Integration of Technology:

Internet-based resources, Google classroom platform for work submission

Equipment Needed:

Laptops with Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify views of enslavers in the antebellum era. - Identify aspects of slave rebellion and revolt. - Analyze film to identify conditions of slavery, arguments supporting/opposing slavery as developed in 19th century. - Analyze film to compare and contrast aspects of slave rebellion (risks, consequences, etc). - Compare and contrast historical accounts to movie based storytelling.	Lesson Sequence: - Read "Crossing the Danger Water" examples of slave rebellion: Gabriel (p53) and Vesey (p57). Discuss. - Distribute Tobin Article: "Amistad Rebellion: Just one of Many. Read and discuss. Compare and contrast various examples of slave rebellions. What are the differences between Gabriel's, Vesey's and the Amistad Revolts? - Watch Amistad clips. Discuss similarities & differences between revolts. - Day 1 of viewing question: What is the significance of lack of subtitles? - Based on completion of Activity #2, compare and contrast plot lines. What differences exist between the movie and actual accounts? Discuss.	- Read either John C. Calhoun or Complete "Pros-Slavery Argument" activity to answer the following: How did proponents of slavery in antebellum America defend it as a positive good? And why do you think they would take this position? - Read Foner: 'The Amistad Case in Fact and Film to answer the following questions: According to Foner, what are the flaws with the film? - On a larger scale, does teaching "The Amistad" case do what the state of NJ claims it does in terms of the core content standards: Examine the impact of the Amistad decision on the antislavery movement. - What impact does the Amistad have on the abolitionist movement?



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| | <ul style="list-style-type: none"> • What if any impact does the Amistad case have on the abolitionist movement? • View additional clips to support and oppose John Singleton's question: "Can a White Director Make a Great Black Movie?" and compare it to Foner's historical account. Discuss differences; discuss opinion. • Close: How would you "sell" the movie to other viewers? Complete task #4. | <ul style="list-style-type: none"> • Read the John Singleton Article to formulate your own opinion to the following question: Can a White Director Make a Great Black Movie? • Create a movie poster or write a brief movie review depicting your view of the movie. |
|--|---|--|

Differentiation:

Students are given the opportunity to choose between various resources for completing the activities.

Resources Provided:

- John C. Calhoun, Slavery: A Positive Good [Slavery a Positive Good | Teaching American History](#)
- A Pro-Slavery Argument Activity: [A Pro-Slavery Argument, 1857](#)
- Eric Foner: The Amistad Case in Fact and Film: [The Amistad Case in Fact and Film](#)
- John Singleton: [John Singleton: Can a White Director Make a Great Black Movie? \(Guest Column\)](#)
- James Tobin, The Detroit News, "'Amistad' rebellion just one of many"
- Crossing the Danger Water



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10	Course Title: U.S. History to 1900
Created: Rebekah Butler & Bryan Balletto	Board Approved on:	



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension



Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools

James Caldwell

Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The "[*Strengthening Gifted and Talented Education Act*](#)" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

[NJDOE Fast Facts](#)

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.