

# Unit 1: 1st Amistad

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## GOALS/PURPOSE

---

### Purpose

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

### Goals

1. To infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history.
2. To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
3. To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
ELA.RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
ELA.RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

## READ ALOUD TEXTS/EXCERPTS

---

Carter Reads the Newspaper written by Deborah Hopkinson and illustrated by Don Tate

Click [HERE](#) for a video read aloud.

*This picture book chronicles the young life of Dr. Carter G. Woodson, an Appalachian-born Harvard scholar and advocate for African American history. He founded Negro History Week in 1926 (which grew into Black History Month), the Association for the Study of African American Life and History (ASALH), and the Journal of Negro History.*

Before She Was Harriet by Lesa Cline-Ransome

Click [HERE](#) for a video read aloud.

*The skillful narrative's imaginative and effective structure, in which Tubman's life unspools from old woman back to childhood, allows the child audience to build on prior knowledge and emphasizes Harriet's agency throughout her life. The many facets of Tubman's life and the many roles she played are vividly portrayed in the full-page paintings that provide a rich backdrop for the fine narrative.*

Milo's Museum written by Zetta Elliott and illustrated by Purple Wong

Click [HERE](#) for a video read aloud.

*Milo is excited to go on a school field trip to a museum. Her grandfather explains, "Museums hold all the things that people feel are valuable or important." Imagine how Milo feels when she finds the museum offers little to no representation of African American history. Her follow up conversations with family members help give language to her frustration (and that of the readers'.) They also inspire her to take matters into her own hands, becoming the curator and docent of her own museum. At the end of the story, Milo changes the name of her museum to "The People's Museum" when her friends ask her if they could incorporate items from their community into the museum.*

Child of the Civil Rights Movement by Paula Young Shelton

[Click here](#) for a video read aloud!

*In this Bank Street College of Education Best Children's Book of the Year, Paula Young Shelton, daughter of Civil Rights activist Andrew Young, brings a child's unique perspective to an important chapter in America's history. Paula grew up in the deep south, in a world where whites had and blacks did not. With an activist father and a community of leaders surrounding her, including Uncle Martin (Martin Luther King), Paula watched and listened to the struggles, eventually joining with her family—and thousands of others—in the historic march from Selma to Montgomery.*

## ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

---

BrainPop, Jr. Biographies

- [Ruby Bridges](#)
- [George Washington Carver](#)

## WEBSITES (FOR STUDENTS TO INTERACT WITH)

---

PBS Kids Website

<https://pbskids.org/arthur/holidays/kwanzaa/>

Learn about Kwanzaa with Arthur!

[Epic! Books - Juneteenth Collection](#) (Free Epic educator account needed for student access.)

*Students can explore books and videos about Juneteenth, influential African American people in history, and Civil Rights.*

## PROFESSIONAL RESOURCES FOR TEACHERS (LESSON PLANS, REPRODUCIBLES, ETC.)

---

SAVED

PBS Learning Media Website

<https://www.pbslearningmedia.org/resource/learning-about-black-leaders-1-2-media-gallery/learn-along-bingo/>

*A bilingual, weekly "Learn Along" Bingo card (one for PreK-K, one for Grades 1 & 2) will include a range of thematic learning opportunities for children to choose their own learning adventure. Emphasis will be on the PBS KIDS 24/7 broadcast schedule and related printables that require minimal supplies or adult facilitation. Weekly activities will be cross-curricular but emphasize Social-Emotional Learning, Math and Literacy development.*

The "[Build a Learning Plan](#)" feature on [learningforjustice.org](http://learningforjustice.org) can guide you in building a lesson plan: selecting the appropriate texts, choosing the student tasks, teaching strategies, and publishing your plans. Assignments can be published directly to your google classroom or printed.