

Unit 1: 4th 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.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.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.
ELA.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.
ELA.RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

READ ALOUD TEXTS/EXCERPTS

- [An American Story](#) by Kwame Alexander - *From the fireside tales in an African village, through the unspeakable passage across the Atlantic, to the backbreaking work in the fields of the South, this is a story of a people's struggle and strength, horror*

and hope. This is the story of American slavery, a story that needs to be told and understood by all of us. A testament to the resilience of the African American community, this book honors what has been and envisions what is to be. With stunning mixed-media illustrations by newcomer Dare Coulter, this is a potent book for those who want to speak the truth.

- [A Ride to Remember](#) by Sharon Langley and Amy Nathan - *A Ride to Remember* tells how a community came together—both black and white—to make a change. When Sharon Langley was born in the early 1960s, many amusement parks were segregated, and African-American families were not allowed entry. This book reveals how in the summer of 1963, due to demonstrations and public protests, the Gwynn Oak Amusement Park in Maryland became desegregated and opened to all for the first time. Co-author Sharon Langley was the first African-American child to ride the carousel. This was on the same day of Martin Luther King Jr.'s March on Washington for Jobs and Freedom. Langley's ride to remember demonstrated the possibilities of King's dream.
- *The Magic in Changing Your Stars* by Leah Henderson (Novel)- Eleven-year-old Ailey Benjamin Lane, a gifted dancer, is certain that he'll land the role of the Scarecrow in his school's production of *The Wiz*. But when a classmate overshadows him at auditions, a deflated Ailey confides in his Grampa that he is going to give up dancing. Not ready to give up on Ailey, Grampa shares a story from his past. As a young boy, Grampa gave up his dreams of tap dancing even after the unofficial Mayor of Harlem, Bill "Bojangles" Robinson, encouraged him to perform. Robinson also gifted him a special pair of tap shoes. A curious Ailey tries on the shoes and is instantly transported back to 1930s Harlem. There he meets a young street tap dancer and realizes it's his grandfather. Ailey thinks he can help the 12-year-old version of his Grampa face his fears, but he must tread lightly—if Ailey changes the past, can it affect his future, and will he ever make his way home? Featuring an all-Black cast of characters and many moments infused with Black culture and history, this is a time-travel adventure that has been waiting to be told.
- *All Aboard the Schooltrain: A Little Story from the Great Migration* by Glenda Armand - *Thelma* loves to watch the *Sunset Limited* chug through her little town of Vacherie, Louisiana. And she dreams of one day riding a real train! For now, she has her beloved schooltrain. Every morning, she and her friends walk to school, single file, chanting all the way: "Schooltrain! Schooltrain! Don't be late! The school bell rings at half past eight!" Then it's on to great adventures with her teacher's books — and her own imagination! But lately, someone named Jim Crow has been making trouble for folks in Vacherie. Aunt Bea and Uncle Ed have already moved away. When *Thelma's* best friend also has to leave, *Thelma* wonders, who is Jim Crow and why does he have to be so mean? Will he make trouble for Pop, too?

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

Common Lit Text Sets:

- [Poetry Means the World to Me](#)
- [Dancing Towards Dreams](#)
- [Rosa Refuses](#)
- [Standing Up by Sitting In](#)
- [Betwixt & Between](#)
- [She Dreamed of Dresses](#)
- [Painting Hope](#)
- [Benjamin Banneker and his Amazing Clock](#)
- [A Way with Words](#)
- [Juneteenth](#)

- [Katherine Johnson](#)
- [The Memorial Day Mission](#)
- [The Super Soaker Story](#)
- [Remembering the March](#)
- [Poetry Means the World to Me](#)
- [Painting Hope](#)
- [Dreams of Freedom](#)

BrainPop

[Harlem Renaissance](#)

[Slavery](#)

[Underground Railroad](#)

[Frederick Douglass](#)

[Martin Luther King, Jr.](#)

WEBSITES (FOR STUDENTS TO INTERACT WITH)

Wonderopolis - [Wonder Collection Celebrating Black History](#)

BrainPop - [Black History Topics](#)

Ducksters - [Biographies of African Americans](#)

Epic - [Amistad 4th Grade Book Collection](#)

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

[Looking at Race and Racial Identity in Children's Books](#) Lesson - This lesson encourages students to think and talk openly about the concept of beauty, particularly as it overlaps with issues of race and racial identity.

Helpful Websites:

- [Learning for Justice](#)
- [Morningside Center for Social Responsibility](#)
- [Facing History and Ourselves](#)
- [Scott O'Dell Book Awards](#)
- [African American Museum of Philadelphia](#)
- [PBS Learning Media](#)

