

# Unit 1: 5th Amistad

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

## GOALS/PURPOSE

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### 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.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
ELA.RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
ELA.RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
ELA.RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ELA.SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

## READ ALOUD TEXTS/EXCERPTS

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- [The 1619 Project: Born on the Water](#) by Nikole Hannah-Jones and Renee Watson - *A young student receives a family tree assignment in school, but she can only trace back three generations. Grandma gathers the whole family, and the student learns that 400 years ago, in 1619, their ancestors were stolen and brought to America by white slave traders. But before*

that, they had a home, a land, a language. She learns how the people said to be born on the water survived.

- [A Day for Rememberin': Inspired by the True Events of the First Memorial Day](#) by Leah Henderson - Today is a special day. Eli knows it's important if he's allowed to miss one second of school, his "hard-earned right." Inspired by true events and told through the eyes of a young boy, this is the deeply moving story about what is regarded as the first Memorial Day on May 1, 1865. Eli dresses up in his best clothes, Mama gathers the mayflowers, Papa straightens his hat, and together they join the crowds filling the streets of Charleston, South Carolina, with bouquets, crosses, and wreaths. Abolitionists, missionaries, teachers, military officers, and a sea of faces Black, Brown, and White, they march as one and sing for all those who gave their lives fighting for freedom during the Civil War. With poignant prose and celebratory, powerful illustrations, *A Day for Rememberin'* shines light on the little-known history of this important holiday and reminds us never to forget the people who put their lives on the line for their country. The book is illustrated by award-winning illustrator Floyd Cooper and includes archival photos in the back matter, as well as an author's note, bibliography, timeline, and index.
- [Follow Me Down to Nicodemus Town: Based on the History of the African American Pioneer Settlement](#) by A. LaFaye - When Dede sees a notice offering land to black people in Kansas, her family decides to give up their life of sharecropping to become homesteading pioneers in the Midwest. Inspired by the true story of Nicodemus, Kansas, a town founded in the late 1870s by Exodusters—former slaves leaving the Jim Crow South in search of a new beginning—this fictional story follows Dede and her parents as they set out to stake and secure a claim, finally allowing them to have a home to call their own.
- [The Youngest Marcher](#) by Cynthia Levinson - Meet the youngest known child to be arrested for a civil rights protest in Birmingham, Alabama, 1963, in this moving picture book that proves you're never too little to make a difference. Nine-year-old Audrey Faye Hendricks intended to go places and do things like anybody else. So when she heard grown-ups talk about wiping out Birmingham's segregation laws, she spoke up. As she listened to the preacher's words, smooth as glass, she sat up tall. And when she heard the plan—picket those white stores! March to protest those unfair laws! Fill the jails!—she stepped right up and said, I'll do it! She was going to j-a-a-ill! Audrey Faye Hendricks was confident and bold and brave as can be, and hers is the remarkable and inspiring story of one child's role in the Civil Rights Movement. **(Available in the SEL Library)**

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

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CommonLit:

- [George Washington Carver](#)
- [The Many and the Few](#)
- [Marian's Revolution](#)
- [Fastest Woman in the World](#)
- [African American Suffragists](#)
- [Life of a Slave on a Southern Plantation](#)
- [The 16th Street Baptist Church Bombing](#)
- [Martin Luther King Jr., Changing America](#)
- [Election Choices: 2008](#)
- [A Movement's Soul](#)
- [Spies in Petticoats](#)
- [Finding 42](#)

- [Voice for Freedom](#)
- [Elizabeth Jennings Takes a Stand](#)
- [Ruby Bridges](#)
- [Ida B. Wells](#)
- [The Rose that Grew from Concrete](#)
- [Dreams](#)
- [Harlem](#)
- [How I Harnessed the Wind](#)
- [Justice for All](#)

BrainPop

[Brown V. Board of Education](#)

[Black Lives Matter Protests](#)

[Juneteenth](#)

[Jim Crow](#)

[George Washington Carver](#)

[Apartheid](#)

[Malcolm X](#)

## **WEBSITES (FOR STUDENTS TO INTERACT WITH)**

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

BrainPop - [Black History Topics](#)

Ducksters - [Biographies of African Americans](#)

Epic - [Amistad 5th Grade Book Collection](#)

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

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[Reflecting on Amanda Gorman's "The Hill We Climb"](#) Lesson - *Use these activities to help students reflect on the themes in Amanda Gorman's Inauguration Day poem and consider how their unique experiences and voices can help America "forge a union with purpose."*

[Examining Stereotypes in Books](#) Lesson - *This lesson is intended to help guide children to respond to literature with an eye toward social justice.*

[Civil Rights Movement: Uncovering America](#) Lesson - *What role did artists and artwork play in the civil rights movement? What role did young people play in the civil rights movement? How does the civil rights movement relate to today's struggles for*

freedom and equality? In the suggested activity, students explore and respond to artworks from the civil rights movement and create a poster about an issue they care about. **Sensitive:** This resource contains material that may be sensitive for some students. Teachers should exercise discretion in evaluating whether this resource is suitable for their class.

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](#)