

BREAKING BIAS: LESSONS FROM THE AMISTAD

Alignment of Lessons to NJ Student Learning Standards, Social Studies

UNIT 5

GRADES 3–5

PERFORMANCE EXPECTATIONS	LESSON	
	Youth Making Change for Civil Rights	Nonviolence in Action: The Montgomery Bus Boycott
6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	✓	✓
6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).	✓	✓
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.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.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.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.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.	✓	✓

GRADES 6–8

PERFORMANCE EXPECTATIONS

The New Jersey Student Learning Standards for Social Studies in grades 6-8 do not directly address the topics covered in this unit. However, standards documents are broad frameworks that are not all-encompassing, and the content in this unit likely aligns with topics that New Jersey teachers already include in their curriculum.

PERFORMANCE EXPECTATIONS

	Emmett Till's Legacy	Nonviolence to Black Power: The Evolution of the Movement
6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War.	✓	✓
6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).	✓	✓
6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	✓	✓
6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.		✓
6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr. and Malcolm X during the civil rights movement, and evaluate their legacies.		✓
6.1.12.HistoryCC.13.c: Determine the impetus for the civil rights movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.	✓	✓
6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.	✓	✓
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	✓	✓
6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.	✓	✓