

BREAKING BIAS: LESSONS FROM THE AMISTAD

Alignment of Lessons to NJ Student Learning Standards, Social Studies

UNIT 1

GRADES 3–5

LESSON

PERFORMANCE EXPECTATIONS

	Uncovering Our African Past	The Social Construction of Race	Racism in Rules and Laws
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.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.		✓	✓
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.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.			✓
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.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.EconET.1: Identify positive and negative incentives that influence the decisions people make.		✓	✓

GRADES 3–5**LESSON****PERFORMANCE EXPECTATIONS**

	Uncovering Our African Past	The Social Construction of Race	Racism in Rules and Laws
6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.		✓	
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.		✓	✓

GRADES 6–8**LESSON****PERFORMANCE EXPECTATIONS**

	Mapping Our Roots	How Would You Identify?	Suppressing the Black Vote
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.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.		✓	✓

GRADES 9–12**LESSON****PERFORMANCE EXPECTATIONS**

	Africa: Global Perception	The Social Construction of Race	Race and Public Policy
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).			✓