

BREAKING BIAS: LESSONS FROM THE AMISTAD

Alignment of Lessons to NJ Student Learning Standards, Social Studies and ELA

UNIT 6

GRADES 3-5

LESSON

PERFORMANCE EXPECTATIONS

	Racism and Cartoons	Imagery of Social Justice	Media and Social Justice
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.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.	✓		
6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.		✓	
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			✓
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea		✓	✓
RI.3.6 Distinguish their own point of view from that of the author of a text.	✓		
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	✓	✓	
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			✓

PERFORMANCE EXPECTATIONS	Racism and Cartoons	Imagery of Social Justice	Media and Social Justice
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.		✓	
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	✓		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which it appears.	✓	✓	
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			✓
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		✓	
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	✓		
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		✓	
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓		
SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).			✓
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		✓	
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	✓		
SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.			✓
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace.		✓	

PERFORMANCE EXPECTATIONS	Racism and Cartoons	Imagery of Social Justice	Media and Social Justice
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	✓		
SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.			✓
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		✓	
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	✓		
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			✓
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		✓	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓		
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			✓
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		✓	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓		
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			✓
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		✓	

PERFORMANCE EXPECTATIONS	The Origins of Stereotypes in Pop Culture	Representation Matters!	Media and Social Justice
6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.	✓		
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.		✓	✓
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		✓	
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	✓		
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.			✓
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	✓		✓
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		✓	
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	✓		
RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			✓
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	✓		
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		✓	
RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			✓
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	✓		

PERFORMANCE EXPECTATIONS	The Origins of Stereotypes in Pop Culture	Representation Matters!	Media and Social Justice
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			✓
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			✓
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			✓
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓		
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		✓	

PERFORMANCE EXPECTATIONS	Examining Laws that Permit Racial Segregation	News Media and Societal Perceptions	Media and Social Justice
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.	✓	✓	✓
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text		✓	
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		✓	✓
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	✓		
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	✓		
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text, including determining where the text leaves matters uncertain.		✓	
RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		✓	✓
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	✓		
SL.9-10.1.a. Come to discussions prepared, having read and researched the material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	✓		✓

PERFORMANCE EXPECTATIONS	Examining Laws that Permit Racial Segregation	News Media and Societal Perceptions	Media and Social Justice
SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		✓	
SL.11-12.1.a. Come to discussions prepared, having read and researched the material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	✓		✓
SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		✓	
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		✓	
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.			✓
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	✓		
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		✓	
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			✓
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	✓		