Amistad Curriculum Kindergarten to Grade 5

Four classroom units with student readings, source inquiry, five day lessons, assessments, teacher notes, and answer guidance.

Curriculum alignment

NJSLS Social Studies 2020: 6.1 U.S. History America in the World and 6.3 Active Citizenship, applied at the K to 2 and 3 to 5 grade bands. NJSLS ELA 2023: RI.CR.2.1 and RI.CR.5.1 support informational text evidence at the appropriate grade level.

Unit alignment

Unit	NJSLS Social Studies 2020	Instructional match
1	6.1.2.CivicsCM.3	Explain how fairness and respect can contribute to acceptance.
2	6.1.2.HistorySE.1; 6.1.2.HistoryUP.1	Use stories or songs and compare perspectives in primary sources.
3	6.1.5.GeoPP.4; 6.1.5.GeoPP.6	Investigate community characteristics and compare migratory experiences.
4	6.1.5.HistoryCC.7; 6.3.5.CivicsPD.2	Evaluate the lasting impact of slavery and actions taken on a historical issue.

Amistad purpose

The units place African and African American people within the central narrative as historical actors. Students investigate African societies, slavery and resistance, the construction of freedom, and the choices that shape public memory. The 2021 Township of Union guide supplies grade band inspiration; the readings and tasks here are original.

Standards references

NJDOE Social Studies: https://www.nj.gov/education/standards/socst/ NJDOE ELA: https://www.nj.gov/education/standards/ela/2023/ Amistad Commission: https://www.nj.gov/education/amistad/about/

Contents

Unit 1 Who Helps Make a Community Fair

Unit 2 How Do Stories Preserve Knowledge

Unit 3 Why Do People Move and What Do They Carry

Unit 4 How Have People Expanded Freedom

Student pages follow. Teacher pages and answer guidance begin after all four units. External source items are named and linked for the teacher to retrieve; students can complete the original readings and tasks printed here.

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Unit 1 Who Helps Make a Community Fair

K to 2 Name _____ Date _____

Inquiry

How do people make a community fair?

Reading one

A community is a place where people live, learn, work, and help one another. A school, library, park, clinic, and street are parts of a community. People make choices about how those places work. A rule can help everyone use a space safely. A rule can also be unfair when some people are excluded. We can ask who made the rule, whom it helps, and whose voice is missing.

Reading two

Black people have helped build communities as teachers, neighbors, inventors, business owners, and organizers. In the 1950s and 1960s, many families challenged rules that kept Black children from the same schools and public places as white children. Families, students, and community groups spoke, organized, and went to court. Change did not come from one person alone. A fair community listens to the people who live in it and gives everyone a chance to belong.

Source study

Source 1 A community map. Draw and label a school, library, park, and one place where neighbors make decisions. Add a key. Circle one place that could be made more welcoming. This map is your own evidence, not a historical photograph.

Source 2 An oral history question. Ask a trusted adult: Who helped make our neighborhood or school more welcoming? Record the person, what they did, and when. An interview is one account; check another source before making a broad historical claim.

Document evidence card

Record Grace Miller oral history. Grace Miller, interviewed by Will Griffin, March 9, 2013, Library of Congress Civil Rights History Project. https://www.loc.gov/item/2015669166/

What the record shows Miller recalled that her home became a meeting place for local civil rights activity in Albany, Georgia. Her children were among Black students who integrated white schools. She later worked to improve education.

Limit This is one person remembering events decades later; it does not represent every family or school.

Analyze What action by Miller and her family helped change a community?

Source organizer

Source and date	What it shows	What it cannot show

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Text dependent questions

1. Name two places in a community and explain what happens there.

2. What questions can we ask to decide whether a rule is fair?

3. What did families and students do when public places excluded Black children?

4. How can a map and an interview tell different parts of a community story?

Five day learning path

Day 1 Do Now: Name and map community places. I Do: Model a map key. We Do: Label four places and draw a key. They Do: Explain one helpful place.

Day 2 Do Now: What is a fair rule?. I Do: Think aloud about who benefits from a rule. We Do: Sort fair and unfair examples with reasons. They Do: Write or dictate one fair rule.

Day 3 Do Now: Who helped change a rule?. I Do: Read the second passage aloud. We Do: Mark actions taken by families and students. They Do: Answer questions 2 and 3.

Day 4 Do Now: Whose story is on a map?. I Do: Model an interview question. We Do: Compare map evidence and a remembered account. They Do: Complete the source organizer.

Day 5 Do Now: What could improve our community?. I Do: Model a claim with one detail. We Do: Rehearse an explanation with a partner. They Do: Make and present a community map and response.

Assessment

Create a labeled community map and explain one person’s contribution to a fairer community using a detail from the reading or an interview.

RACE response

Restate and answer the inquiry. Cite specific details from the reading and source study. Explain how each detail supports the answer. For K to 2, an oral explanation or teacher scribed response is acceptable.

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Evidence checklist

☐ I answered the inquiry. ☐ I named a source. ☐ I used accurate details. ☐ I explained what the details show. ☐ I checked limits or uncertainty.

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