

BREAKING BIAS: LESSONS FROM THE AMISTAD

Alignment of Lessons to NJ Student Learning Standards, Social Studies

UNIT 4

GRADES 3–5

LESSON

PERFORMANCE EXPECTATIONS

	The Cruelty of Jim Crow Segregation	Seeking a Better Life
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.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 and 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.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	✓	
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.	✓	✓
6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.	✓	✓
6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.		✓

GRADES 6-8**LESSON****PERFORMANCE EXPECTATIONS**

	The Struggle Against Jim Crow Segregation	Opportunities and Challenges in the North
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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.

**GRADES 9-12****LESSON****PERFORMANCE EXPECTATIONS**

	Jim Crow and the Roots of Mass Incarceration	Transforming the Black Experience
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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.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation and the Gettysburg Address).



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.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.



6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations and an increase in violence.



6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers and musicians on American culture.



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.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.



PERFORMANCE EXPECTATIONS

	Jim Crow and the Roots of Mass Incarceration	Transforming the Black Experience
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6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music and literature), and practices in shaping contemporary American culture.		✓
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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.	✓	✓
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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.	✓	✓
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