



Amistad in Paterson Public Schools 2020-2021

Division of Academic Services/Special Programs
October 2020

Background:

Under legislation sponsored by Assemblymen William D. Payne and Craig A. Stanley, schools in the Garden State are moving to recognize the integral part African-Americans have played at every turn in this nation's history. The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum. This legislation also created the Amistad Commission, a 23-member body charged with ensuring that African-American history, contributions and experiences are adequately taught in the state's classrooms.

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

Paterson Public Schools/ Amistad Connection

- I. Curriculum Alignment
- II. Course Offering
- III. Resources
- IV. Classroom Libraries
- V. Professional Development
- VI. PPS Website
- VII. Communiques with Districtwide Administration

I. Curriculum Alignment

| Amistad Curriculum | Period | Paterson Public Schools Grade |
|---|---------------|---|
| Unit 1 Social Studies Skills | N/A | Social Studies Skills are featured throughout all grades and units |
| Unit 2 Indigenous Civilizations of the Americans | 1000-1600 | United States History I, AP World History Grade 4 |
| Unit 3 The Emerging Atlantic World (Native Americans, Africans, Europeans) | 1200-1700 | United States History I and AP United States History I Grade 4 |
| Unit 4 Establishment of a New Nation- Independence to Republic | 1600-1800 | United States History I AP United States History I Grade 4 Grade 8 |
| Unit 5 The Constitution and the Continental Congress | 1775-1800 | United States History I AP United States History I Grade 4 Grade 8 |
| Unit 6 The Evolution of a New State | 1801-1860 | United States History I AP United States History I Grade 8 |
| Unit 7 Civil War and Reconstruction | 1861-1877 | United States History I AP United States History I Grade 5 |
| Unit 8 Post-Reconstruction and The Origins of the Progressive Era | 1878-1900 | United States History I AP United States History I Grade 5 |
| Unit 9 America Confronts the 20 th Century and the Emergent Modern America | 1901-1920 | United States History I AP United States History I Grade 5 |
| Unit 10 America in the 1920s and 1930s; Cultural, Political, and Intellectual Development- The New Deal. | 1921-1945 | United States History II AP United States History II |
| Unit 11 America in the Aftermath of Global Conflict; Domestic and Foreign Challenges, Implications and Consequences- The Era of reform | 1946-1970 | United States History II AP United States History II Grade 8 |
| Unit 12 National and Global Debates, Conflicts, and Developments- America Faces the 21 st Century | 1970-Present | United States History II AP United States History II |

II. Course Offering

Paterson Public Schools is proud to offer African American History to our High School Students. The students analyze topics such as:

- A. Slavery
- B. Civil Rights
- C. The role of African Americans throughout history

III. Resources

The 2017-2018 school year introduced a new novel into the 3rd grade English Language Arts Curriculum. The book “The Gold Cadillac” is being read in our 3rd grade classrooms.

“The Gold Cadillac” by Mildred Taylor

“In this quiet story, `lois explains a child's perspective of her fears when she, her sister Wilma, and their parents drive from Ohio to visit relatives in Mississippi in 1950. When `lois' father buys a new gold Cadillac, his wife refuses to ride in it until he declares his intentions to visit his parents in the South. Then the whole family goes, caravan style, for it's ``a mighty dangerous thing, for a black man to drive an expensive car into the rural South.” `lois and Wilma are disquieted by the increasing appearance of ``white only, colored not allowed" signs as they drive further south. After white policemen humiliate and arrest their father, they do visit their grandparents, but the trip results in their father giving up the car when they return home, realizing that it was pulling the family apart. Full-page sepia paintings effectively portray the characters, setting, and mood of the story events as Hays ably demonstrates his understanding of the social and emotional environments which existed for blacks during this period. `lois' first-person narrative allows readers to understand the youthful perspective on the dehumanizing intentions of racism. Clear language and logical, dramatic sequencing of story events make this story bittersweet for adult readers but important for the social development of beginning readers. “

The 2015-2016 school year introduced a new non-fiction novel into the 7th grade English Language Arts Curriculum. The book Claudette Colvin “Twice Toward Justice” is read in every 7th grade classroom.

Claudette Colvin “Twice Toward Justice”

"When it comes to justice, there is no easy way to get it. You can't sugarcoat it. You have to take a stand and say, 'This is not right.'" - Claudette Colvin

On March 2, 1955, an impassioned teenager, fed up with the daily injustices of Jim Crow segregation, refused to give her seat to a white woman on a segregated bus in Montgomery, Alabama. Instead of being celebrated as Rosa Parks would be just nine months later, fifteen-year-old Claudette Colvin found herself shunned by her classmates and dismissed by community leaders. Undaunted, a year later she dared to challenge segregation again as a key plaintiff in *Browder v. Gayle*, the landmark case that struck down the segregation laws of Montgomery and swept away the legal underpinnings of the Jim Crow South.

Based on extensive interviews with Claudette Colvin and many others, Phillip Hoose presents the first in-depth account of an important, yet largely unknown civil rights figure, skillfully weaving her dramatic story into the fabric of the historic Montgomery bus boycott and court case that would change the course of American history.

Claudette Colvin is the National Book Award Winner for Young People's Literature, a Newbery Honor Book, A YALSA Award for Excellence in Nonfiction for Young Adults Finalist, and a Robert F. Sibert Honor Book.

The 2014-2015 school year introduced a new historical-fiction novel into the 5th grade English Language Arts Curriculum. The book “Forty Acres and Maybe a Mule” is read in our 5th grade classrooms.

“Forty Acres and Maybe A Mule”

Like other ex-slaves, Pascal and his older brother Gideon have been promised forty acres and maybe a mule. With the family of friends they have built along the way, they claim a place of their own.

Green Gloryland is the most wonderful place on earth, their own family farm with a healthy cotton crop and plenty to eat. But the notorious night riders have plans to take it away, threatening to tear the beautiful freedom that the two boys are enjoying for the first time in their young lives. Coming alive in plain, vibrant language is the story of the Reconstruction, after the Civil War.

The 2014-2015 school year introduced a new historical-fiction novel into the 8th grade English Language Arts Curriculum. The book “Roll of Thunder Hear My Cry” is read in our 8th grade classrooms.

“Roll of Thunder Hear My Cry”

The land is all-important to the Logan family. But it takes a while for Cassie and her brothers to understand just how lucky they are to have it. They must learn the hard way that having a place they can call their own in rural Mississippi permits the Logans the luxuries of pride and courage that their poor black sharecropper neighbors can't afford.

Having land gives the Logan children an emotional foundation as they begin to notice the difference between how white children and black children are treated in the Jim Crow South of the Great Depression. Like how textbooks are only issued to black children – labeled “nigra” in the book’s inside cover – after they’ve been thoroughly used by white children. And it takes injustices such as these, and a turbulent year of intense racial prejudice, of night riders and burnings, to show Cassie just how important owning their own land is.

“IFL Units”

The 2013-2014 school year introduced an IFL unit into the 10th grade English Language Arts Curriculum. The unit entitled “Speeches for Racial Equality,” which features speeches given by Sojourner Truth, Martin Luther King, Jr., and Barack Obama is read in every 10th grade classroom focused on the essential questions:

- How do leaders across time imagine solutions to reach racial equality?
- What methods do these speakers use to build their arguments?

Social Studies Core Courses

In January 2018, all core Social Studies Courses were revised to contain an Amistad Resource Section within the curriculum guide. This component provides teachers with the link to the NJ Amistad Commission resources and lessons. A sample of this page is seen below:

Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.
<http://www.njamistadcurriculum.net/>

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

- | | |
|---|---|
| 1. Social Studies Skills | 5. Establishment of a New Nation and Independence to Republic (1600-1800) |
| 2. Indigenous Civilization (1000-1600) | 6. The Constitution and Continental Congress (1775-1800) |
| 3. Ancient Africa (3000-1492) | 7. The Evolution of a New Nation State (1801-1860) |
| 4. The emerging Atlantic World (1200-1700) | 8. The Civil War and Reconstruction (1861-1877) |
| 9. Post Reconstruction and the origins of the Progressive Era | |
| 10. America Confronts the 20 th Century and the emergent of Modern America (1901-1920) | |
| 11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945) | |
| 12. America in the Aftermath of Global Conflict, Domestic and Foreign Challenges, Implications and Consequences in an ERA of reform. (1946-1970) | |
| 13. National and Global Debates, Conflicts, and Developments & America Faces in the 21 st Century (1970-Present) | |

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:

- | | | |
|----------------|-------------|-----------|
| 1. Intro | 6. Gallery | 11. Tools |
| 2. Activities | 7. Griot | |
| 3. Assessments | 8. Library | |
| 4. Essentials | 9. Links | |
| 5. Gallery | 10. Rubrics | |

All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.

In September 2019, each core Social Studies course curriculum guide was updated to feature an additional page in the Amistad Additional Resources section. This portion of the curriculum guides adds to the resources suggested from the NJ Amistad Commission providing teachers with specific activities/lessons that can be utilized to support instruction within each marking period, at the various different grade levels. A sample of this page is seen below.

| Amistad Curriculum | | |
|--|--|---|
| The NJ Amistad Curriculum was designed to promote a wider implementation of educational awareness programs regarding the African slave trade, slavery in America, and the many contributions Africans have made to American society. It is our job as educators in Paterson Public Schools to enact this vision in our classrooms through enriching texts, discussions, and lessons designed to communicate the challenges and contributions made. Lessons designed are not limited to the following suggested activities, we encourage the infusion of additional instructional activities and resources that will engage the learners within your classroom. | | |
| Topics/People to Study | Suggested Activity | Resource |
| James Armistead Lafayette | Preform a play based on the life of James Armistead Lafayette. | http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/content/3524/7048 |
| Florida Maroon Societies | Compare and contrast the various views of the British and Spanish on African Americans | http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/content/3768/6981 |
| Slavery During the Revolution | Slavery During the Revolution PowerPoint | http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/navigations/3511 |
| An Address to Miss Phillis Wheatly by Jupiter Hammon 1778 | Theatrical Reading of African American Poetry | http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/content/3521/7136 |

IV. Classroom Libraries and Resources

All K-5 classrooms in the district contain classroom libraries of several genres. The Amistad Commission's Literary Components for Primary Grades have a list of recommended titles for students. The following titles are within our libraries as a district resource as part of our curricula.

- Harriet Tubman
- Ruby Bridges
- George Washington Carver
- My First Kwanzaa Book
- Frederick Douglass Fights for Freedom
- Nelson Mandela
- A Band of Angels
- Barack Obama
- You Wouldn't Want to Be a Civil War Soldier
- Picture Book of Jesse Owens
- Kwanzaa
- Voyage of Mae Jemison
- Young Frederick Douglas
- Ruby's Wish
- K is for Kwanzaa
- Flossie and the Fox
- Enemies of Slavery
- When Marian Sang
- Fifty Cents and a Dream: Young Booker T.
- Harlem
- Two Tickets to Freedom
- Who Was Jackie Robinson
- The Boy Who Harnessed the Wind
- If You Lived When There Was Slavery in America
- Escape North: The Story of Harriet Tubman
- If You Traveled on the Underground Railroad
- Rosa Parks
- Looking Like Me
- Nelson Mandela
- I am Harriet Tubman
- Duke Ellington
- Who Was Frederick Douglas
- Before I Made History: Leaders of Freedom
- Who Conducted the Underground Railroad
- Heroes for Civil Rights
- Through My Eyes
- Brown vs. the Board of Education
- The Civil War
- The Confederate States of America
- Slavery in America
- Portraits of African American Heroes
- 10 Days: Martin Luther King Jr.
- Stealing Home: Stories of Jackie Robinson
- Barack Obama: U.S. President
- Why Mosquitoes Buzz in People's Ears
- Rosa
- Gettysburg
- Rosa Parks My Story
- Get on Board: The Story of the Underground Railroad
- Wilma Unlimited

- Civil Rights Movement in America
- Queen of the Track
- If You Lived During the Civil War
- Jackie Robinson: American Hero
- Ida B. Wells
- Voices of the Civil War
- I am: Martin Luther King Jr.
- What Was the Battle of Gettysburg
- Marching for Freedom
- Civil Rights Movement
- The Underground Railroad
- Martins Big Words
- Jackie Robinson Breaks the Color Line

Additional District Resources

- The Day Gogo Went to Vote
- Bigmama's (Comprehension Club)
- Aunt Flossie's Hats (And Crab Cakes Later)
- Peter's Chair
- Tar Beach
- Chicken Sunday
- The Story of Ruby Bridges
- Looking Like Me
- The Hatseller and the Monkeys
- Daddy Calls Me Man
- Anansi the Spider
- Meet Danitra Brown
- A Chair for My Mother
- Donovan's Word Jar

V. Professional Development

In accordance with the Amistad Legislation Act, school districts are to provide training to teachers on the infusion of African American History into lessons and curriculum. In the past decade we had teachers attend Amistad training during the summer months. The following teachers have attended Amistad training and turn-keyed the information the following school year.

- Michael Gordon (2008-2012)
- Lovie Armstrong (2013-2014)
- Erika Robles (2015)
- John Mathis (2016)
- Amod Fields (2017)
- Denise Pelosi (2018, 2019, 2020)
- Lizandaa Alburg (2018)

Professional Development sessions related to the Amistad Legislation Act have also been presented:

- 3/2/18 District PD to identified teachers presented by L. Alburg
- 8/29/18 Summer PD Institute to teacher/administrator applicants presented by Dr. S. Harris, NJ Amistad Commission
- 9/4/18 District PD to high school art teachers presented by D. Pelosi, N. Jackson, L. Alburg and Dr. S. Harris, NJ Amistad Commission
- 2/1/19 District PD to K-8 art teachers presented by D. Pelosi and N. Jackson
- 2/1/19 District PD to K-12 music teachers presented by Dr. S. Harris, NJ Amistad Commission
- 8/19 Summer PD Institute to teacher/administrator applicants presented by Dr. S. Harris, NJ Amistad Commission
- 10/19 PD to 9-12 grade social studies teachers presented by Dr. S. Harris, NJ Amistad Commission

VI. Paterson Public Schools Website

Our Paterson Public School website has a tab dedicated to Amistad education. The website provides direct links to the following:

- A. New Jersey Amistad Commission
- B. Amistad Web-based Curriculum
- C. Amistad Literacy for Primary Grades
- D. Amistad Events**
- E. Rising Scholars Program**

** This link is only updated when the Amistad Commission updates the information provided on the NJDOE website.**

VIII. Communiques with Districtwide Administration

Several communiques were sent to the districtwide Administration regarding the Amistad Legislation. Details are below:

| Date of Communique | Topic |
|-------------------------------|--|
| 2-17-16 | Implementing the Amistad Curriculum in the 2014-2015 school year. Additionally, notification that the embedded within the district curriculum there are lessons as well as a designated tab, Amistad Connection, with information pertaining to the Amistad Commission and resources, web-based curriculum for teachers. |
| 2-26-16 | NJ DOE broadcast regarding the NJ Amistad Legislation/ NJ Social Studies Standards |
| 5-27-16 | NJDOE broadcast regarding the 2016 Amistad Commission Annual Summer Institute for Teachers |
| 6-10-16 | NJDOE broadcast regarding the 2016 Amistad Commission Annual Summer Institute for Teachers and Flyer |
| 6-22-16 | NJDOE broadcast regarding 2016 Amistad Commission Summer Curriculum Location Change |
| 9-20-17 | Presentation of Amistad Alignment to district principals by Eric Crespo, Associate Chief Academic Officer. |
| 2-27-18 | Professional Development communication by Susana Peron to district administrators regarding March 2 nd session |
| 5-7-18 | Divisional broadcast regarding the 2018 Amistad Commission Annual Summer Institute for Teachers |
| 6-9-18 | Divisional broadcast regarding the District Summer PD Catalog and Course offerings for teachers to district administrators |
| 6-18 | Email communication to all teachers from Sherri Brackett with the District Summer PD Catalog and Course offerings regarding both in district professional development and the 2018 Amistad Commission Annual Summer Institute |
| 8-28-18 | Email communication to teachers reminding them of the upcoming PD session by Dr. S. Harris, NJ Amistad Commission |
| 1-28-19 | Divisional broadcast to district administrators regarding February 1 st session |
| 5-10-19 | Divisional broadcast regarding the 2019 Amistad Commission Annual Summer Institute for Teachers |