

MONTCLAIR PUBLIC SCHOOLS



AFRICAN AMERICAN HISTORY MONTH

2020

Montclair Public Schools will celebrate African American History month with a variety of educational and enrichment activities throughout the month of February. Although African American history is integrated throughout our year-long curriculum at all levels, teachers and students will make a concerted effort throughout the month of February to further explore significant African American historical figures and associated events. Displays throughout schools will feature art, literature and general information reinforcing the curricular programs while a multitude of assemblies, programs and classroom-specific activities will emphasize the history and significance of African Americans throughout history.

We invite you to review these activities; converse with school leaders and teachers; and visit our schools as we acknowledge the contributions of African Americans throughout history.

Dr. Nathan N. Parker, Interim Superintendent

BRADFORD SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2020

In the school community

- **School-wide Assembly:** In this interactive assembly on Feb. 14th, Soul Steps will showcase the African-American dance tradition known as “stepping.” The assembly will explore how step started among African-American fraternities and sororities on college campuses as a means of unity and self-expression. Students will learn how the body can be used as an instrument through a mixture of footsteps, spoken word, and hand claps.
- Daily morning announcements begin by highlighting the accomplishments and contributions of various African-Americans who are not as widely known. Fifth grade students help write the copy and read about these trailblazers.
- Our annual Martin Luther King, Jr. Day of Service was held on Jan. 20th. In the spirit of Dr. King, students participated in volunteer opportunities to help others in our community and around the world. Activities included: writing letters to active service men and women in the U.S. military, preparing soup for Toni’s Kitchen, decorating and stuffing tote bags for the children of CASA (a non-profit organization that provides court-appointed advocates for children in foster care), filling backpacks with food for Toni’s Kitchen “Healthy Backpack” program, and making origami paper peace cranes with Edgemont’s Roots and Shoots Clubs. Fifth graders recited parts of Martin Luther King Jr.’s “I Have a Dream” speech.

In the classroom

K

**Open to
Parents/
Guardians**

In KM and KB, students will identify and describe influential African Americans (i.e., Martin Luther King Jr., Rosa Parks, Jackie Robinson, etc.). Students will also examine the meaning of equality and compare and contrast life under segregation to life today. Students will use projects, non-fiction texts, role-playing, videos and music to achieve these goals.

No

In KC, students will define what history is, and identify the reasons why we study the past. Students will discuss *who* writes the history books. The Amistad website will be used to present a true history of our African roots, noting that America did not begin with the pilgrims, and that Africans have been contributing to our culture for a long time. Students will also be able to describe the contributions about the “hidden figures” who contributed to our space program.

1st

Students will identify and describe Black people in American history who have made lasting contributions

No for all
Gr. 1

to society, with a focus on black scientists, (doctors, engineers and inventors) as well as black figures in the social sciences (artists, musicians, politicians/activists, athletes). Students will retell the contributions and life story of these people and describe connections between people.

classes

In addition, students will read and discuss books written by black authors/illustrators, focusing on nonfiction, fiction, poetry and short stories. They will use biographies as their nonfiction sources of information and extract information from the text to support their conclusions. Students will demonstrate knowledge through various multidisciplinary projects and discussions. Websites such as BrainPop and YouTube will be incorporated to show biographical videos. Students will ask and answer questions about what they've learned.

2nd

In Ms. Chanin's class, students will discuss the fact that black history did not begin with slavery in America, but began with great civilizations such as the Egyptians and Moors who brought literacy, science, math, medicine, engineering, etc. to Europe. Students will then focus on Black American history in conjunction with the evolution of Black American music beginning with slavery/work songs. Students will create an enormous timeline about this history, and research information from the texts they read to write biographies about Black American musicians. They will also determine the meaning of words and phrases in the books they read.

Yes for all Gr. 2 classes
In Ms. Chanin's class, parents will be invited in for a student oral presentation on the evolution of Black American musicians.

In Ms. Russo's class, students will be reading and writing biographies of various influential African Americans including artists, scientists, political figures, Civil Rights leaders, poets, artists, and musicians. Students will also identify and discuss African traditions through a thematic unit based on various African folktales. Our study will encompass all areas including politics, literature, art, sports, history, and science.

In Mrs. Bangs' class, students will utilize various media in researching and creating an ABC book on people, places, and important concepts related to Black history. They will determine the meaning of words and phrases in texts they read, and use text features to locate key

facts and information in the texts.

In Ms. Bangs' class, parents will be invited to a Celebration of Learning where students will share their ABC books.

No

3rd

Third graders will be exposed to a variety of topics over the course of African American History Month. They will conduct a short research project by choosing a famous African-American person of their choice. They will utilize both online resources and printed text to learn more about their person. They will write a biography and hone their word processing skills by composing their final work in Google Classroom Documents. Students will also continue to refine their audio/visual and note-taking skills by viewing and listening to a variety of 3-2-1 Brain Pop videos covering a span of various themes throughout African American History.

Yes for all Gr. 3 classes

No

4th

African-American history is infused throughout the year in all fourth grade classrooms. Students are taught that this history does not begin with slavery, but with the history of Africa.

Students will read/analyze several books, such as The Lions of Little Rock, by Kristin Levine, in weekly literature circles. This book takes place in late 1950's Little Rock and deals with school segregation. Students

Yes for all Gr. 4 classes

No

will use text evidence to support the ideas in their discussions, and they will be able to explain events, ideas and concepts in a historical text.

Students will create their own poetry based on the work of Langston Hughes and Maya Angelou, writing their own free verse inspired by it. They will also relate concepts learned to their own lives by writing about their own dreams for a more equitable/fair/respectful society.

Students will think critically and make decisions while reading aloud from the Interactive History Adventure series – The Civil Rights Movement and The Underground Railroad. Through this series, students come to understand what would have happened in real life had they made that choice.

As part of a unit on the Underground Railroad, students will use an interactive website to relive the journey that slaves endured during their passage to freedom. Students are participating in activities and tasks along the way as they learn about this time period.

5th

In 5th grade Language Arts, students will read and enjoy poetry written by various African American artists. They will examine and interpret the artists' portrayal of the Black American Experience through history.

Yes
for
all
Gr. 5
classes

No

In Social Studies, students are learning that black history is "OUR" history. Each day of instruction, a component of black history is integrated into the lesson. An example is a student discussion on whether or not the Proclamation of 1763 violated British Law and whether it is the responsibility of citizens to challenge unjust laws, as Thurgood Marshall challenged the constitutionality of segregation in *Brown vs the Board of Education*. Students also listen to music by African-American artists and discuss the lyrics, and are researching famous African-Americans in preparation for an oral presentation.

CHARLES H. BULLOCK SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2020

In the school community

MLK Day On: Bullock's 17th annual MLK Day On (January 20th) continued the school's tradition of packing and delivering meals to homebound seniors in Montclair. Leading up to the day, each student, by grade level, made accessories to the meals, such as paper flowers, placemats, and much more. On MLK Day, in addition to packing and delivering meals, there were crafts, activities and learning experiences for the entire family. P.A.C.E. Music Group, a high school orchestra from Camden, New Jersey, performed with a special guest, Sydney James Harcourt, an actor from the Broadway Show, *Hamilton*.

African-American History Decades Project: CHB students are discovering more about the impact African-Americans have had on the history of our nation through research of entertainers, athletes, artists, authors, activists, mathematicians, scientists, inventors, motivational speakers, actors, community members, entrepreneurs, media, politicians, etc. Each grade level was assigned a decade, and is developing a hallway display that showcases images and information of prominent figures of that decade who have impacted our history. When the project is completed, classroom teachers will go on a museum walk of the building with their students; they will travel from the 1960s to 2020, learning about the contributions of prominent African-Americans.

Rochel Garner Coleman Assembly: On February 5th, Bullock welcomed Mr. Coleman, who captivated the students with his performance "Many Thousand Gone," a storytelling about the Underground Railroad. Coleman expanded the students' knowledge of the time period and this important part of African-American history.

In the classrooms

K

New Learning Objective

The Activity Will Occur During the School Day

Open to Parents/Guardians

In addition to our school-wide project, Kindergarten is studying the life and times of Dr. Martin Luther King Jr, through books, a song, and craft projects. During the month of February we will be using literature to study the lives and contributions of Ruby Bridges and Rosa Parks.

Yes

No

1st

Yes

No

Students will read about and discuss the life of a variety of important people in our country's history including Dr. Martin Luther King, Jr., Rosa Parks, Jackie Robinson, George Washington Carver, and Ruby Bridges. Students will also listen to read-aloud texts, watch videos, and learn about Charles H. Bullock, for whom our school is named.

Each day our class highlights two achievements and/or contributions in honor of Black History Month. These two individuals are introduced during Morning Meeting and are further discussed in Social Studies. The students learn about these individuals through Read-Alouds and discussions, videos, and other resources. In addition, our class is focusing on three main individuals whose main achievements occurred between 2000-2010. Students will have access to numerous reading materials, videos, packets and have computer time to research them. The class will be creating a display in the hallway to honor them.

2nd

During February's Morning Meetings, students will listen to short biographies on influential African Americans from history. During I-time, students will work in partnerships to explore more information on each person. Each partnership will then have the opportunity to share with the class the additional information they learned.

Yes

No

The students will read and discuss Ruby Bridges Goes to School. They will record their wonderings about Ruby Bridges, and then research

them through books and the internet. Finally, they will look up information on school segregation, William Frantz Elementary School, and Barbara Henry.

3rd

The third grade will be researching inspirational African Americans during our writing period. This work will tie in with the third bend of our Non Fiction unit. Students will individually research a notable African American who inspires them. They will spend some time learning about their subject, then will create "All About" reports. The reports will be created in Google Slides. Third Graders will present the Google Slideshow presentations to one another at the end of the month.

Yes

No

4th

The 4th grade is kicking off Black History Month with a week of lessons focused around the principals of the Black Lives Matter At School Initiative. We started with reviewing the principles - Restorative Justice, Empathy, Black Villages, Black Women, Loving Engagement, Unapologetically Black, Collective Values, Intergenerational, Black Families, Diversity, Queer Affirming, Transgender Affirming and Globalism. Throughout the week students read books, watch videos and have grand discussions on how these texts relate to these values, and what it teaches us about the history of black and African American people in our country. We focus on learning from our history,

No

how it has shaped who we are, and how that affects our society today. The 4th graders will also begin their West Africa study. This includes the ancient empires, colonization and life today in West Africa.

5th

Social Studies

Yes

No

The students will gain insight into African American history from slavery to the civil rights movement and study the causes and effects of the civil rights movement in America. They will learn the origins of Black History Month by naming whom, when, and why this person felt it necessary it be established.

Every morning meeting during Black History Month students will hear about an influential person who contributed to African-American culture/history. Throughout the school year students will be presented with Unsung Heroes from American history. Students will select, research, build and role play how that person impacted American History.

ELA

Throughout the month of February students will research an influential trailblazer in African-American/Black history, create a symbolic artifact which represents the trailblazer, and present their work to their peers in a gallery and performance. The areas of study will encompass science, entertainment, and social justice movements.

They will build nonfiction literacy skills as they read web articles for details and use a timeline to obtain information, and apply critical thinking skills to answer questions regarding controversial events

related to the civil rights movement.

Also, they will learn about individual people who shaped history by reading their biographies and researching the age in which they lived.

K-5 Specialty Classes

In Spanish we'll be discussing the history and some of the contributions of the Afro-Latinos in the USA. A display was set up in the hallway in front of the Spanish classroom with pictures and historical information. Also, the students are watching a video which discusses some of the history of Afro-Puerto Ricans, as well as the music derived from African roots.

Yes

No

Visual and Performing Arts will create a collaborative display in timeline fashion, highlighting historical contributions and movements in art and music 1960-2020. The timeline will pair photos of artists and their artwork with musicians and their contributions. We will display student work inspired by influential African Americans including painting and collage by 4th grade and slides from Google presentations by 5th grade.

Yes

No

In PE in February during warm up time, Each class will discuss sportsmanship, while intertwining education on the first black athlete of one of the popular sports listed below. Each class will learn about all of the athletes listed below.

Basketball: Nat "Sweetwater" Clifton and Earl Lloyd; Baseball: Jack Roosevelt Robinson; Football: Kenny Washington; Soccer: Arthur Wharton; Hockey: Willy O'Ree; and Gymnastics: Dominique Dawes
We will also be discussing civil rights athletes and how their role and way of handling themselves

in and out of sports while in the public spotlight helped change public opinion. Those athletes are Muhammad Ali, a boxer who joined Nation of Islam under Malcom X's influence, and also refused to report being drafted because he felt black men were disproportionately drafted for the Vietnam War; Jackie Robinson, who broke the color barrier in baseball, beginning the movement against segregation after WWI; and LeBron James, a basketball player for the LA Lakers, who opened iPromise School in his hometown of Akron, Ohio, offering free tuition, free uniforms, free bikes and helmets, free breakfast and lunch, free college tuition at the University of Akron, and GED and job placements for parents.

**DEVELOPMENTAL LEARNING CENTER
(DLC)**



**AFRICAN AMERICAN
HISTORY MONTH**

2020

In the school community

Dr. Martin Luther King Jr. Day: All DLC classes participated in lessons introducing them to Dr. Martin Luther King, Jr.

Throughout the month of February, each classroom will participate in follow-up role play activities and centers focused on caring, sharing, and kindness.

All classrooms will learn about various influential African Americans. Some examples include:

- o Garrett Augustus Morgan, Sr.: Inventor of the stoplight
- o Barack Obama: 44th President of the United States
- o Sarah E. Goode: Inventor of the cabinet bed/early sofa bed
- o Mae Jemison: First African American woman to go into space
- o George Crum: Inventor of the potato chip
- o Katherine Johnson: NASA mathematician
- o Dr. Patricia Bath: Ophthalmologist

All classrooms will participate in lessons about same and different. They will also have the opportunity to create self-portraits, friendships hand circles, or other whole group activities.

EDGEMONT SCHOOL



**AFRICAN AMERICAN
HISTORY MONTH**

2020

In the school community

Dr. Martin Luther King, Jr. National Day of Service:

Families from Edgemont and Bradford schools partnered on Martin Luther King, Jr. Day for a “Day On”. Families participated in these great service projects:

- **Contribution to a community mural honoring** Dr. Martin Luther King’s legacy
- **Wrote letters** of support for child advocacy organizations
- **Prepared soup** for Toni’s Kitchen, **shopped for bake sale** items to support local charity
- **Decorated and stuffed tote bags** for The Hawthorne Elementary School, **Newark, NJ**
- **Created 1,000 origami paper cranes** with Roots and Shoots

Assemblies:

January celebrates the life of Dr. King. Across grades at Edgemont, Dr. King was honored with classroom discussions and activities educating students in the life of the social activist who sought equality and justice for all Americans. The Character Theme of perseverance was highlighted for the month of January. Edgemont showed unity with an assembly where the students were encouraged to say “I’ll try!” instead of “I can’t,” as well as think about goals that they would like to achieve for the week, month, or year. A mantra of “You can do it, if you put your mind into it” was chanted by the students and staff simultaneously. We are continuing our celebration of African American history month during the month of February. African American History month will consist of teacher-designed activities that honor the life of African Americans. An assembly showcasing student activity and work will take place at the end of the Month. In addition to Black History Month, February’s character theme is Kindness. Our school created a kindness tree three years ago that blooms with kind acts observed around the school until the end of the school year. This year we hope our tree blooms bigger than last year!

In the classrooms

K-5 Specialty Classes

Art (K-5)

Students will explore African art, specifically artist El Anatsui from Ghana and Tinga Art in Tanzania.

Cosmic Studies (K-5)

Students will learn about African- American scientists and inventors using the books: *What Color is My World?* By Kareem Abdul-Jabbar, *Hidden Figures*, by Margot Lee Shetterly with *Winifred Conkling* and *Mae Among the Stars* by Roda Ahmed.

Music - Mellman

For Black History Month, grades K-5 will be studying these jazz musicians and their music:

Ella Fitzgerald, Duke Ellington, Nat King Cole, Kamasi Washington, Thelonius Monk, and Miles Davis

Spanish (K-5)

Grades K,1 & 2 Being a good citizen:

Students will learn/review vocabulary about being a good citizen (*Buenas decisiones, malas decisiones, gritar; tener compasión; tratar a todos bien; decir malas palabras; ser un buen amigo, empujar; compartir; pelear, juzgar, ayudar*). The focus will be to learn/review good and bad actions as well as to identify the verbs/actions in Spanish as all verbs end in *-ar, -er, and -ir*. Students will be able to make connections with the visuals provided and I will ask some volunteers to act out the words. After, the students will watch a video in Spanish that describes the life of MLK Jr. and the ways a person can be a good citizen. Then, we will have a discussion about what they learned from the video and what it means to be a good citizen. Students will be able to use their prior knowledge to contribute to the discussion. I will prompt students to share their own experiences when being a good citizen or observing someone being a good citizen. After the discussion, students will get a "Decision Making" chart where students (in pairs) will classify good vs. bad decisions using the vocabulary given. At the end of the lesson, students will present their charts in groups.

Grades: 3,4,&5

Students will study influential African Americans in history. First, students will learn about personality traits and physical characteristics in Spanish. The vocabulary consists of the following adjectives that describe personality traits: *amable, artístico(a), creativo (a) inteligente, tranquilo (a), musical, valiente, excelente, curioso(a), y chistoso(a)*. And those that describe physical traits: *alto(a), bajo (a), pelo corto, pelo largo, piel oscura, etc.* Visuals will be used to help students understand the vocab. words. Also, the concept of the gender of Spanish nouns and adjectives will be introduced and practiced.

In groups, students will describe some influential leaders such as MLK Jr., Booker T. Washington, Jackie Robinson, Sarah E Goode, Michael Jordan, and Benjamin Banneker using the given adjectives. Then we will review descriptions as a whole class.

Scavenger Hunt

Each student will get a card that has the basic description of a famous African American and the reason what they are known for. The cards include a picture of the leader, name, date of birth, place where they are from, interests and reasons what they're known for. Students will read their cards and practice comprehension skills (multiple proficiency levels) as they use the vocabulary support from the footnotes. Then the class will be divided into 2 groups: one group will be looking for someone who fits each description from the recording sheet. The second group will be representing the person from their cards. After the first group has found all people, students will switch roles. In the end, students will report their findings as their practice pronunciation.

Curriculum Support ELA (K-3)

Students will “Dream Big” and be encouraged to believe that they can make their ideas/dreams become realities as they read a timeline that provides information about a few African American inventors- Sarah Boone (folding ironing board), Garrett Morgan (traffic light), Alice Parker (heating system for buildings), Sandy H. Love (refrigerated vending machine for bottled drinks), and J.L. Love (pencil sharpener), to name a few. Students will learn information about 11- year-old Elijah Precciely, via text and news article, the Baton Rouge student at Southern University who earned a full scholarship.

Curriculum Support Math (K-5)

Students will engage in an African number activity and learn how to use an early African abacus, learn to play math games such as Butterfly (Nigeria), Dara (Nigeria), Shasima (Kenya), integrate African pattern activities using shapes and beads into mathematics. And, read and utilize the biography, “What are you Figuring Now?” by Jeri Ferris (Benjamin Banneker story)

K

| New Learning Objective | The Activity Will Occur During the School Day | Open to Parents/Guardians |
|--|---|---------------------------|
| <p>As part of the 100th Day Museum STEAM project we will learn about African Americans engineers and inventors. As students brainstorm ideas for the 100th Day Museum we will look at the contributions of these inventors for inspiration. They will build on this information in the 1st grade as they learn more about the inventors and write reports on them.</p> | Yes | Yes |
| <p>Students will learn about MLK and choose quotes by MLK for their baskets. The quotes will be copied and shared with students in the entire school as part of the African American assembly. Students are singing Ella Fitzgerald, "A Tisket-A Tasket".</p> | Yes | Yes |
| <p>Students will learn about the "blues" by listening to Muddy Waters and BB King songs for children. We will talk about how these musicians wrote lyrics to express how they felt about things that were upsetting and unfair in their lives. Students will be encouraged to create their own version of a blues song.</p> | Yes | No |
| <p>Kindness/Anti-racism- Read and discuss The Other Side. A display will be created about friendship. We will make two hearts and list ways we can hurt another heart and ways we can help another</p> | Yes | No |

1st Grade

In first grade, we will be reading biographies and learning about famous black Americans. We will also be looking at an amazing array of innovations and discoveries of some famous African-American inventors, designers, and technologists. Students will draw or find a picture of the invention, or bring in an actual object that represents the invention. He/she might also like to write a small piece about their inventor. These will be displayed in our Hall of Fame outside the first grade classrooms.

Yes

Yes

2nd Grade - Dharsi

Social Studies/Geography:

Learning about the Continental Route Taken by Amistad and the History of Slavery. Tanzania: Slave Route through Primary Sources (Photos from my collection) from W. Tanzania to Zanzibar Slave Market.

Yes

No

Civil Rights:

Harriet Tubman, Dr. Martin Luther King Jr., Rosa Parks, Ruby Bridges, Little Rock Nine, Nelson Mandela, Barbara Jordan, Thurgood Marshall, and others. We will explore their lives, how they contributed and represent their story by making quilts.

Yes

No

ELA

African folktales, Books by Nikki Grimes, Faith Ringgold, Paula Young, Kadir Nelson, Langston Hughes, and many others. Reader's Theater: Little Rock Nine
The children will enact the: "Sit - In" by writing a short play and enacting it in class

Yes

No

3rd Grade

Students will explore African (pre slavery) as a land of wealth, rich traditions and numerous cultural achievements (pyramids, folktales, mathematicians, kingdoms, tribes, Arts) with a vast landscape of huge deserts, large rivers, expansive plains and a motley of animals.

Yes

No

Activities: Make African masks and Kente cloths, write folk tales with proverbs, African dance.

Books: *Bringing the Rain to Kapiti Plain, Why the Sky is Far Away, Ashanti to Zulu, and The Village of Round and Square Houses*

Students will explore Slavery as an interruption of a thriving civilization, causing a loss of history, freedom, and family. Read about The Middle Passage, Plantations, auctions, the Underground Railroad, Harriet Tubman and other abolitionists, study the Civil War, Abraham Lincoln and the 13th, 14th, and 15th amendments, Read *Zeely* by Virginia Hamilton

Yes

No

Activities: Make freedom quilt, sing/learn Negro spirituals

Books: *Henry Box Brown, Harriet and the Promised Land, Miranda and Brother Wind, and Follow the Drinking Gourd*

Students will explore the Civil Rights Movement (Segregation, MLK Protests, Rosa Parks, Boycotts, Thurgood Marshall, voting rights, Marches, Ruby Bridges, Amendments, Integration), The Great Migration and the Harlem Renaissance. Read Langston Hughes' poetry, write poetry with metaphors, similes, rhyme and alliteration

Yes

No

Activities: Field trip to Sugarhill Children's Museum of Art and Storytelling, view Jacob Lawrence's artwork, recite and discuss "I Know why the Caged Bird Sings", scat like Ella Fitzgerald, act like Paul Robeson, listen to music from Louie Armstrong, Cab Calloway, Duke Ellington and Fats Waller, watch The Nicholas Brothers

Yes

Yes

and Bojangles tap dance and then dance like Alvin Ailey (school assembly)
Books: *This is the Rope*, *Richard Wright and the Library Card*, *God Bless the Child*, and *Through my Eyes*

Students will explore African American scientists, inventors and modern day heroes, such as: Benjamin Bannker, George Washington Carver, Charles Drew, Lewis Latimer, Daniel Hale Williams, Madame CJ Walker, Garret Morgan, Elijah McCoy, Barack Obama, Matthew Henson, Guion Bluford and Mae Jemison

Yes

No

Activities: Write biographies, essays "The Person I Most Admire from Black History (and why)" Black History Jeopardy, Black History card games, Black History trivia game, Black History matching card game, and flash cards, Assessment test

Books: *The Moon Over Star*, *In The Garden with Dr. Carver*, *What Color My World*, Barack Obama: *Son of Promise*, *Child of Hope*

Gr. 4

Students will be researching African American heroes, culminating in a report, timeline and map as well as a soda bottle figurine of our heroes.

Yes

No

Gr. 5

The fifth graders will be reading and analyzing poems about Sojourner Truth, Rosa Parks, Dr. Martin Luther King Jr., Ruby Bridges, Jesse Owens, Jackie Robinson, George Washington Carver, and Marian Anderson. We have a class discussion and answer comprehension questions about the poems.

Yes

No

HILLSIDE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2020

In the school community

- Schoolwide Book Distribution: The school will distribute the book *To Change the Game You Have to Step Up to the Plate* by Jackie Robinson. The book discusses Jackie Robinson’s life, legacy, and global impact.
- Sit in Reading Activity: On February 13, 2020 homerooms will have a book by an African American author read to them by their teacher. Students will reflect on the message in the book about African American History. The event will be registered on the National Council of Teachers of English web site <https://ncte.org/get-involved/african-american-read-in-toolkit/>
- Month of February: Schoolwide Morning Announcements of inspirational quotes from influential African Americans.

In the classrooms

| New Learning Objective | The Activity Will Occur During the School Day | Open to Parents/Guardians |
|---|---|---------------------------|
| 3rd | | |
| <p>Chung/Siebert: Students will research the lives of famous African Americans and the contributions they made to society. We will create a living wax museum where each student will dress as and give a speech about their lives and accomplishments as a famous African American.*</p> | Yes | Yes |
| <p>Morrisroe/Masuzzo: The students will complete a book report/research project on a famous African American. Students will first select a biography book on a notable African American, and then complete a book report on their life and accomplishments. In addition to a book report, students will create a poster, which includes an illustration and a timeline. For their presentation, they will “become” their person, and write a speech to teach about the person’s life and accomplishments. This project is due on February 28th.</p> | Yes | No |
| <p>Graham: Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to recognize, preserve, and celebrate the contributions and experiences of all cultures? 2. Why is it important to study African American history? <p>Grades 3, 4, and 5 students will be reading a picture book showcasing the lives of athletes such as Wilma Rudolph, artists, poets/writers such as Langston Hughes and Richard Wright as well as explorers and entertainers such as Ella Fitzgerald, Jacob Lawrence and Matthew Henson. Film footage of each historical figure will be used to support the legacy along with a follow up discussion of each person’s contribution to African American history, life, and culture.</p> | Yes | No |

Additionally, resources from the Amistad Collection will be used to support read alouds where fluency and “story voices” are modeled to improve fluency and comprehension. The following texts will be used from the Amistad Collection supported by a grant from the Montclair Fund for Educational Excellence:

1. Wilma Unlimited by Kathleen Krull
2. Richard Wright and Library Card by William Miller
3. Fifty Cents and Dream: Young Book T. Washington by Jabari Asim
4. The Tuskegee Airmen Story by Lynn M Homan

Yes No

To launch Black History Month, students in grades 3, 4, and 5 will discuss the role of Dr. Carter G. Woodson known as the “Father of Black History Month” in promoting, curating, and preserving African American History

Heuschkel:

Students will research the life of notable African American in history including their childhood, family, and personal accomplishments. Students will use their notes to draft, revise, edit and publish a biography writing piece. Students will create a posterboard of their historical figure, including a detailed full-color body, background, and a timeline of at least 5 significant events or accomplishments. Students will “come alive” and perform their speech to the class.

Yes Yes

Scriffiano/Harris:

Students will research the life of notable African American in history including their childhood, family, and personal accomplishments. Students will use their notes to draft, revise, edit and publish a biography writing piece. Students will create a posterboard of their historical figure, including a detailed full-color body, background, and a timeline of at least 5 significant events or accomplishments. Students will “come alive” and perform their speech to the class.

Yes Yes

Yoo:

The students have examined the lives of a variety of African American leaders and famous role models. We have utilized media sources to explore the hardships and turmoil that many of these historical figures have faced. The students completed guided reading of literature that included such books as, Martin’s Big Words, The Black Snowman, The Life of Dr. Martin Luther King, Jr. and Tar Beach. The students also completed a Reader’s Theatre to build reading fluency on the life of Dr. Martin Luther King, Jr. The students also completed an individual rendition of Dr. Martin Luther King, Jr. and these amazing works of art are posted outside our classroom with many of Dr. King’s famous quotes. These quotes were also explored and discussed to apply to our everyday life.

Yes No

McCrone/Tiwari:

We are collaborating with Mrs. Chung and Mr. Siebert’s homeroom classes to participate in the wax museum project. Students are assigned one famous African American to research. Throughout the month, students will write a speech and biography of the life and

Yes No

contributions their person made to society. Finally, on February 28, our students will join Mr. Siebert and Mrs. Chung's homeroom classes to create a living wax museum where each student will dress up and recite their speech about the life and accomplishments of the famous African American they researched.

| | | |
|--|-----|----|
| Yeghiazaryan Art: Students will learn about traditional African coil pottery technique and will create their own coil pottery using traditional design. | Yes | No |
|--|-----|----|

| | | |
|---|-----|----|
| Smeriglio (Dance) Students will learn about influential African American dancers in their dance form of expertise (ex: Alvin Ailey, Savion Glover, Misty Copeland, Gregory Hines, Katherine Dunham, Josephine Baker, Michaela DePrince, Sammy Davis Jr.) | Yes | No |
|---|-----|----|

| | | |
|---|-----|----|
| Golinski (Percussion) Students will be presented (through <i>visual media, handout and playing demonstration</i>) the cultural, historical and musical significance of African American drummer/band leader Chick Webb. As a musician who did have special needs, it is an inspiring story that should be shared. | Yes | No |
|---|-----|----|

| | | |
|---|-----|----|
| Golinski (Beginner Drum Core) Students will be presented (through <i>visual media, handout and playing demonstration</i>) the cultural, historical and musical significance of African American drummer - and jazz drumming pioneer - Baby Dodds. | Yes | No |
|---|-----|----|

| | | |
|---|-----|----|
| Golinski (Instrumental Music) Students will be exposed to the significant contributions of select African American instrumentalists such as Charlie Parker (saxophone), Dizzy Gillespie (trumpet), Miles Davis (trumpet) and Louie Armstrong (trumpet) through listening examples. Students will also be asked to contribute findings of those who play their particular instrument. | Yes | No |
|---|-----|----|

4th

| | | |
|---|-----|----|
| Murphy/Hart/Tundo: Students will create an anthology of biographies featuring African American leaders, politicians, poets, authors, entrepreneurs, actors, athletes, and citizens who have influenced our country in positive ways. Comprehension activities will be a part of each biography lesson. | Yes | No |
|---|-----|----|

Gorcica:

Students will be completing a biography report on an African American. They will also be introduced to 2-3 African Americans each week in February who have made major contributions to our world.

Yes No

Longmore:
Students will participate in various research activities highlighting the contributions of famous African-Americans from diverse walks of life, backgrounds, and time periods, including the present day. Activities will include role plays, a gallery walk, creating a timeline, read alouds, discussions, research projects, and reading comprehension exercises.

Yes No

Graham:
Essential Question
Why is it important to recognize and celebrate the contributions and experiences of all cultures?
Students will participate in a read aloud where picture books will be used showcasing the lives of athletes, artists, entertainers, poets, and explorers such as Ella Fitzgerald, Jacob Lawrence, Langston Hughes, Richard Wright, Matthew Henson, and Wilma Rudolph. Film footage of each historical figure will be used to support the legacy along with a follow up discussion of each person's contribution to African American history, life, and culture.

Yes No

Traina/Schatzman:
Students will select an African American scientist or mathematician to research and create a "Biography Buddy". Research will be presented in interview form. Students will use a template to create their biography buddy, having the creativity to decorate their person to showcase their accomplishments. Students will create a song playlist, an Instagram page and a motto to go along with their research. Students will use their research to compose an essay.

Yes No

Aumack:
Students will choose an influential person and their contributions to our country to research. They will write a 3-5 paragraph research essay to be displayed as a Gallery of Greats. Read alouds for the month will focus on influential African American people, events and culture.

Yes No

Yeghiazaryan Art:
Students will study the work of Kahinde Willey. Students will create a self-portrait inspired by Kahindey Willey using the photorealistic style and creating poetic imagery.

Yes No

Smeriglio (Dance)
Students will learn about influential African American dancers in their dance form of expertise (ex: Alvin Ailey, Savion Glover, Misty Copeland, Gregory Hines, Katherine Dunham, Josephine Baker, Michaela DePrince, Sammy Davis Jr.)

Yes No

Golinski (Percussion)
Students will be presented (through *visual media*, *handout* and *playing demonstration*) the cultural, historical and musical significance

of African American drummer/band leader Chick Webb. As a musician who did have special needs, it is an inspiring story that should be shared.

Yes

No

Golinski (Hillside Drum Core)

Students will be presented (through *visual media*, *handout* and *playing demonstration*) the cultural, historical and musical significance of African American drummer “Philly” Joe Jones. As the group is currently working on the fluidity of their snare drum rudiments, Mr. Jones is a wonderful example of what is possible when diving deep into the discipline.

Yes

No

Golinski (Instrumental Music)

Students will be exposed to the significant contributions of select African American instrumentalists such as Charlie Parker (saxophone), Dizzy Gillespie (trumpet), Miles Davis (trumpet) and Louie Armstrong (trumpet) through listening examples. Students will also be asked to contribute findings of those who play their particular instrument.

Yes

No

Kersey:

Students will participate in two research activities highlighting the contributions of famous African-Americans from diverse walks of life, backgrounds, and time periods, including the present day. Activities will include online research, research from texts, creation of Google slide presentation and/or poster project. Students will also participate in reading comprehension exercises as they are introduced to different prominent African Americans each week.

Yes

No

Yoo

Students will research famous African American mathematicians and scientists. They will create a presentation that reflects the contributions and impacts of the mathematician/scientist.

Yes

No

Senior/ Gerdes

Students will learn about influential African Americans in the specific S.T.E.A.M professions. We will highlight one individual per day and have time for a morning written reflection / active listening notes for each individual, plus Q&A at the end of each week.

Yes

No

5th

Deslonde:

Students will research important African Americans and their positive contributions to our country. Additionally, they will study important Civil Rights events (Sit Ins, Little Rock Nine, Ruby Bridges, Selma, Montgomery Bus Boycott, etc.). They will complete assignments throughout the month regarding each event/person, culminating in the creation of our 2019-2020 Freedom Quilt, which will be placed in the hallway.

Yes

No

Longmore:

Students will partake in a month-long project in which they are responsible for presenting research about important African American figures and their contributions to society twice a week in the form of various activities and projects that they can choose to complete from an African American/Black History Month Menu. Activities will include role plays, a gallery walk, creating a timeline, read alouds, discussions, research projects, and reading comprehension exercises. In addition, we will discuss important Civil Rights events and how they affected our country and complete comprehension activities that tie in and reinforce their current workshop skills.

Yes No

Graham:

Essential Question:

Why is it important to recognize and celebrate the contributions and experiences of all cultures?

Students will participate in a read aloud where picture books will be used showcasing the lives of athletes, artists, entertainers, poets/authors, and explorers such as Ella Fitzgerald, Jacob Lawrence, Langston Hughes, Richard Wright, Matthew Henson, and Wilma Rudolph. Film footage of each historical figure will be used to support the legacy along with a follow up discussion of each person's contribution to African American history, life, and culture.

Yes No

Frankle/Bostic:

Students will be researching and reporting on a famous African American Scientist. We will be working collaboratively, integrating Writing and Science, celebrating important contributions of African American Scientists. Students will be creating their own posters and sharing their discoveries highlighting the contributions of these scientists. *

Yes No

Brantner:

Students will research influential African Americans who work in STEAM and their positive contributions to our country. They will complete a Gallery of Greats projects to be hung outside in the hallway.

Yes No

Matthews:

Students will research/ choose a little-known African American figure. They will select various activities from a Choice Board to complete based on their selected individual(s). These activities will include, but are not limited to, a biopoem, a one-page research report, a Venn Diagram, a timeline, a letter, or a newspaper article.

Yes No

Hart/Le/Bongiovanni:

Students will be conducting a research project on African American scientists and inventors. Students will use the 5 W's to create a poster highlighting the achievements of the inventors/scientists. The students will also be given a menu that incorporates a variety of Language Arts skills. They will have a choice of completing Activities such as a biopoem, one page research report, Venn Diagram, timeline, letter, newspaper article, etc. Students will be able to select prominent African American figures from the past

Yes No

Yes No

and the present.

Aumack/ Frankle:

Students will choose an influential person and their contributions to our country to research. They will write a 3-5 paragraph research essay to be displayed as a Gallery of Greats. Read alouds for the month will focus on influential African American people, events and culture.

Yes No

Tiwari:

Students will create a cereal box with famous Black Americans on the front of the box. The box will contain facts about the person, pictures and illustrations.

Yeghiazaryan Art

Yes No

Students will create paper mache vases. Students will study traditional African patterns, designs and symbols and use them to decorate their vases.

Students will learn about an influential contemporary female African American artist Amy Sberald. Students will create family portraits depicting their family members in their everyday clothing. The technique of using acrylic colors will be taught.

Yes No

Golinski (Drums of Thunder)

Students will be presented (through *visual media, handout and playing demonstration*) the cultural, historical and musical significance of African American drummer Max Roach. As the group is currently working on the musical content of varying time signatures, rudiments and aspiring to a deeper knowledge of the drummers who came before them, Mr. Roach's contributions are essential until this day. He was also an active advocate of civil rights, thus tying in the content even further.

Yes No

Smeriglio (Dance)

Students will learn about influential African American dancers in their dance form of expertise (ex. Alvin Ailey, Savion Glover, Misty Copeland, Gregory Hines, Katherine Dunham, Josephine Baker, Michaela DePrince, Sammy David Jr.)

Yes No

Kline

Students will research famous African American mathematicians and scientists who have impacted our society through their contributions in their respective fields. Students will create Google Slide presentations from research done through books and internet research on their famous mathematician or scientist. Students will have a template that they will need to follow in order to present this mathematician or scientist

Yes No

Kersey

Students will participate in two research activities highlighting the contributions of famous African Americans from diverse walks of life, backgrounds, and time periods, including the present day. Activities will include online research, research from texts, creation of Google slide presentation and/or poster project. Students will also participate in reading comprehension exercises they are introduced to different prominent African Americans each week

Yes No

Bartol (Science)

Students will hear the story of Wangari Maathai, environmentalist and winner of Nobel Peace Prize, and how her passion, vision and determination can inspire great change. We will create a tree of peace containing actions we will take to make our world a better place.

Yes No

Yoo

Students will research famous African American mathematicians and scientists. They will create a presentation that reflects the contributions and impacts of the mathematician/scientist.

NISHUANE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2020

In the school community

- Cultural Infusion Committee Morning Broadcasts throughout the month: Students will learn about aspects of lessons in different classes through broadcasts where class representatives will “teach the school” aspects of what they are learning and doing in their classes.
- Schoolwide Gallery Walk: All classes in the school will participate in projects which they will display on their bulletin board or door decoration and/or projects displayed on tables throughout halls. During the week of February 25 as a culmination, teachers will take their classes on a gallery walk to view and learn from other class displays.
- Principal Read-In: Second grade students will be able to identify facts about the life of Larry Doby. Dr. McLaughlin will read aloud in all second grade classrooms from the book “Just As Good: How Larry Doby Changed America’s Game” about Larry Doby, the first African American baseball player signed to the American League who was also a Montclair resident and Nishuane School parent!
- School Wide Assembly: Life and Legacy of Dr. Martin Luther King, Jr.
- *Black History Hall of Fame* Assembly: We are happy to welcome back the Bright Stars Theatre Group this year for an assembly, generously funded by our PTA entitled: BLACK HISTORY HALL OF FAME. This assembly will highlight Black History and character education. The assembly will highlight amazing people like Maya Angelou, Aretha Franklin, Mae Jemison, and the Buffalo Soldiers. Students will meet the fun and interesting characters included in this fast-paced celebration of Black History.
- In Physical Education, students will accurately detail about African American gymnasts as a part of their gymnastics unit, their stories, and when incorporating equipment, they will identify which gymnasts competed on that particular equipment and their accomplishments in this event. They will also share stories from other African American athletes as an introduction lesson.
- In Art Class, students will use what they’ve learned about Charles White and his portraits to create a portrait of an influential 20th-21st century African American visual, performing or written artist. Each class will be assigned a specific group of influential African American artists from which to choose. Students will write one fact about their assigned artist in a frame around their portraits.
- In Mandarin Class, students will learn how to say the word “dream” in Mandarin after reading about “The story of Dr. Martin L. King” by Johnny Moore.
- In Drama, Second grade will learn about characterization. Instruction will center around actors such as James Earl Jones, whose talent has allowed him to portray both protagonists and antagonists in various theatrical and cinema spectacles. Students will also learn about him as an actor and elements of his early life and education. Students will also perform in African American Folktale Readers Theater and discuss plot and them.

In the classroom rooms

K

| New Learning Objective | The Activity Will Occur During the School Day | Open to Parents/Guardians |
|--|---|---------------------------|
| ● Students will select an African American that they admire and write information and facts at home with their family to share with the class (read and research). | Yes | No |
| ● Students will listen to various African Folktales and map | Yes | No |

- | | | |
|--|------------|------------|
| <ul style="list-style-type: none"> where in Africa each folktale originated. ● Students will research different African Americans in class and then during writing will write a fact/research piece. | <p>Yes</p> | <p>Yes</p> |
|--|------------|------------|

1st

- | | | |
|--|------------|-----------|
| <ul style="list-style-type: none"> ● By the end of the grade level “Can Biography” project, students will be able to write five facts about their choice of an African American Leader. They will also share their “Can Biography” with the class as well as their facts on an ongoing basis during Morning Meeting throughout the month of February. | <p>Yes</p> | <p>No</p> |
| <ul style="list-style-type: none"> ● Students will be able to identify 3-5 facts about Ruby Bridges, Rosa Parks and the Tuskegee Airmen and will connect those facts to themselves, a text or the world. | <p>Yes</p> | <p>No</p> |
| <ul style="list-style-type: none"> ● Students will share discovered facts they choose from the class library of independent reading and read alouds and stories of African American as partners and/or teams. | <p>Yes</p> | <p>No</p> |
| <ul style="list-style-type: none"> ● Students will create a mural on butcher paper as they learn about the contributions of African Americans in the arts. The main focus will be poetry, Jazz music and artwork. Students will experience the arts from the 1920s to present day. | <p>Yes</p> | <p>No</p> |
| <ul style="list-style-type: none"> ● Students will read, retell and/or share as a class, individual or small group about important biographical information about African Americans through read-alouds, our open choice library and media sources such as Brainpop Jr. | <p>Yes</p> | <p>No</p> |
| <ul style="list-style-type: none"> ● Students read an article written by Yolanda King, granddaughter of Dr. King, explaining why her grandfather was a hero and complete a | <p>Yes</p> | <p>No</p> |

| | | |
|--|-----|----|
| comprehension response about the article. | | |
| <ul style="list-style-type: none"> Students will write a thank you letter to Harriet Tubman as a culmination of a mini-unit on Harriet Tubman in which students will hear a read-aloud on Harriet Tubman and complete independent reading at just-right levels of a Tubman biography. | Yes | No |
| <ul style="list-style-type: none"> Students will be able to recall and record facts about different African Americans to understand the contributions in history. Students will also organize information in order by completing a timeline. Read alouds will focus on; Ruby Bridges, Jesse Owens, George Washington Carver, Rosa Parks, Harriet Tubman, Jackie Robinson. | Yes | No |

2nd

| | | |
|---|-----|----|
| <ul style="list-style-type: none"> Students will be able to identify facts about different African American inventors, including George Washington Carver (peanut butter), John Lee Love (pencil sharpener), Lydia D. Newman (the hairbrush), Garrett Morgan (traffic light), Alfred L. Cralle (ice cream scoop), and Sarah E. Goode. (cabinet bed for school desks) | Yes | No |
| <ul style="list-style-type: none"> Students will be able to identify and discuss the contributions of several notable and influential African Americans. Each day a new person will be highlighted | Yes | No |

| | | |
|---|-----|-----|
| <ul style="list-style-type: none"> during morning meeting. ● Students will be able to read and discuss an on-level biography of specific African Americans during guided reading groups. | Yes | No |
| <ul style="list-style-type: none"> ● Students will research and share information in the form of a "Bottle Buddy" on an influential African American using three different sources. The research will include date of birth and death (if applicable), their childhood, education, and important events in their life. | No | Yes |
| <ul style="list-style-type: none"> ● Students will be able to read and retell important biographical information about African Americans from multiple areas of contribution through read-alouds and Brainpop, Jr. | Yes | No |
| <ul style="list-style-type: none"> ● Students will document similarities and differences in texts after reading <u>The Drinking Gourd</u> and <u>Follow The Drinking Gourd</u>. | Yes | No |
| <ul style="list-style-type: none"> ● Students will recall important biographical information about African Americans by participating in an annual "Black History Jeopardy Game." | Yes | No |
| <ul style="list-style-type: none"> ● Students will create a booklet by compiling essays, worksheets, notes, illustrations, and assignments in relation to important and influential African Americans. | No | No |
| <ul style="list-style-type: none"> ● All second graders will receive the booklet "To Change the Game, You Have to Step Up to the Plate." This is a resource for families and schools which was donated by the Jackie Robinson Foundation. | | |

NORTHEAST SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2020

In the school community

- Our school begins our celebration of Black History Month with a schoolwide tribute to Dr. Martin Luther King, Jr. Students in grades K-5 participate in the whole-school assembly through song, art, recitations, and poetry organized and presented to pay tribute to his life and messages of love, peace, and equality. Following this event, all families were invited to join in the Northeast Day of Service held each year on the federal holiday honoring Dr. King's birthday. This year's event was a morning of service, art, and entertainment to celebrate the life of Dr. King and other heroes of the Civil Rights movement. In addition to the learning and activities, students and families collected donations to benefit the Human Needs Food Pantry and the Montclair Neighborhood Development Corporation.
- In our art classes to kick off Black History Month, every student contributed individual letters to design words related to Dr. King and the Civil Rights Movement. The words were then collectively used as a community building activity during our MLK service day. All the words created a community crossword wall. Students, families and friends worked together spelling and discussing the words as they were putting them up. Mini crosswords will be installed throughout the school for all to reflect upon. Throughout the month of February, grades 3-5 are studying African American Artist, Author, Illustrator and Activist, Faith Ringgold. They are creating mixed media collages inspired by Faith Ringgold's story quilts and designs. Grade 2 are studying the art and design of Ndebele artist, Esther Malangu from South Africa and creating watercolor paintings of Ndebele architecture and design. Grades K & 1 are creating collaged cityscapes inspired by Faith Ringgold's book, Tar Beach.
- In Technology at Northeast the following is planned for each grade:
 - Kindergarten: Students will hear the Story of Ruby Bridges and draw a picture of how they would treat her or what they would do with her if they were children in her new school.
 - 1st Grade: Students will research famous African Americans using Brain POP then write a sentence and draw a picture of that person in Kid Pix.
 - 2nd Grade: Students will create a 5 slide slideshow on Harriet Tubman and the Underground Railroad using Kid Pix.
 - 3rd Grade: Students will research a famous African American on BrainPop and take a quiz.
 - 4th Grade: Students will research a famous African American.
 - 5th Grade: Students will create a timeline based on events leading to Montclair becoming a magnet school district.
- In music, kindergarten is learning the song "I Have a Dream" and will perform it in front of other students. They are learning about who Dr. King was and why he remains a very important part of our culture today. Fifth grade Chamber Singers are learning the song "Lift Every Voice and Sing" in connection to the Civil Rights movement. Second graders are learning an African American spiritual and relating it to our studies of Africa for their presentation on February 13.
- In PE, during the first week of February, students will be introduced to Black Americans who had made an impact in sports, health, and medicine. At each fitness station/unit students will learn about one of the following famous Black Americans. Each station will have a picture and brief description
 1. Jackie Robinson – First black player in MLB

2. Dr. Jane Cooke Wright – A professor of surgery at NY Medical College
 3. Keith Jones – First African American head athletic trainer in the NBA
 4. Dr. Marsha Grant-Ford – First African American woman to become a Certified Athletic Trainer
 5. Mamie “Peanut” Johnson – One of the three women to play in the Negro League
 6. Dr. Daniel Hale Williams – Founder of first Black-owned hospital
- In Spanish classes, we will be using the stories of young Black Americans, ages 10 - 24, who have adopted important projects, working to build, heal and empower their communities. The students don't have enough Spanish to have a full discussion, so these lessons will be linked to our theme of “Somos Iguales, Somos diferentes” (We are the same, we are different) using describing words and phrases in Spanish to see how we can also be powerful, brave and kind.
 - In Global Studies, Africa will be the focus of study. Second graders will learn about Madagascar. We will be reading “The Tree of Life; The World of the African Baobab” by Barbara Bash. The story tells of Baobab's special gifts to humans and animals and its amazing life span. We will also learn about the people of Madagascar. All the information will be showcased in a grade level performance which will take place in February. Songs, artwork, reciting lines, and African dances will also be a part of the performance.
 - In our Library there are many books on display for Black History Month. Fiction and nonfiction author studies with African American authors and characters.

| In the classroom rooms | | |
|---|---|----------------------------|
| K | | |
| New Learning Objective | The Activity Will Occur During the School Day | Open to Parents/ Guardians |
| Kindergarten students will be introduced to famous African Americans through read alouds, mini books and projects. As a continuation of our lessons on Dr. Martin Luther King Jr., we will focus on Ruby Bridges and Rosa Parks. Through stories and discussions, the children will learn about African American inventors, scientists and other contributors to our country. | Yes | No |
| 1st | | |
| The first grade will be studying about famous African Americans. They will be writing and illustrating an “All About” book which will include: Ruby Bridges, Rosa Parks, Barack Obama and Jackie Robinson. | Yes | No |
| 2nd | | |

Dr. Martin Luther King, Jr. Activities:

- January Scholastic News with comprehension questions, videos, and student response sheets
- Dr. Martin Luther King, Jr. rap to be performed at a school wide assembly
- Non-fiction Dr. Martin Luther King, Jr. biography and student based project
- Dr. Martin Luther King, Jr. Brain Pop video
- "I Have a Dream" book created by students
- Character traits response sheet
- "I have a dream that" thought bubble

Yes

No

Black History Month Activities:

- Ruby Bridges read aloud/character traits
- Scholastic News/comprehension questions/videos/response sheets
- Non-fiction biographies/text features/collecting facts
- Biography poster projects
- Brain pop videos
- "What Makes a Good Friend" flipbooks
- "Who was series" African American biographies
- Black History flashcards during morning meeting
- African American character traits

3rd

The third grade will be watching some short educational videos. For example, Brain Pop Jr. video, the "I Have a Dream" speech, and a directive to draw MLK as a cartoon figure. In addition, we will be writing "Thank You" letters to MLK as if he were alive, and/or showing our dreams through a Dream Writing. We will be working on a MLK packet that highlights what we know, what we want to know and what we learned throughout the lessons. We will also be reading a variety of books that highlights his life and accomplishments.

Yes

No

All third graders will be learning about notable African Americans in class:

- Biographies
- Timelines, posters, presentations
- Highlight Wilma Rudolph through our reading instruction (enhancing the collaborative classroom)

4th

All 4th grade students will be researching a notable African American, writing an essay and creating a poster on that person. Finally, the students will "become" their person and present information on them during the Wax Museum held on Feb. 24.

Yes

Yes

4-A students have been learning about famous Civil Rights leaders like Martin Luther King Jr. and Rosa Parks. They then wrote a paragraph about one dream they have for a world and how they and others can make it a reality. Their paragraphs and

Yes

No

accompanying pictures are hanging outside our classroom for all to see. They read and analyzed the poem "Still I Rise" by Maya Angelou, which they have memorized and will be reciting at our MLK assembly.

4-S students created an ABC book of black history month, defining terms and people. They also discussed Jim Crow laws and compared and contrasted schools back then with Northeast today. Students chose a famous quote by MLK Jr. and illustrated it.

Yes No

4-C students created an ABC book of black history month, defining terms and people. They created acrostic poems describing MLK Jr.

5th

MLK

Children learned more in depth about the influence that Dr. Martin Luther King, Jr. has on us as a community. We listened to and followed along to Dr. King's famous "I Have a Dream" speech. We talked about the influence that Dr. King had on people back in 1963 and how it continues today. Students worked with Ms. Lora the district sign language interpreter to learn the song, "A Million Dreams" and performed at our all school MLK assembly.

Yes No

Black History Month

Throughout the month of February, students will study Black History Month through a different lens. To begin, students will learn about the Jim Crow Laws and compare them to the way we do things at Northeast. Students will be able to compare images of how society was back then, in comparison to how it is now. Students will take a look at school integration during the days of Jim Crow with a story, which includes firsthand pictures of what school was like during that time. Students will connect this with Brown vs. Board of Education, as well as the story of Ruby Bridges and the struggles she faced with integration in public school. While going through this learning journey, students will write diary entries as if they were students going through school at the time of segregation.

Yes No

Students will learn about the Underground Railroad and the famous people that were a part of it. In order to make the lesson interesting, students will examine the wordless picture book, Unspoken: A Story From the Underground Railroad by Henry Cole. With this picture book students will tap into their creativity to write what they perceive is happening in the story.

Yes No

Students will learn about individual early abolitionists during the 19th C, civil rights and other leaders during the 20th C as well as artists, authors, athletes and musicians. They will research quotes and life experiences and make comparisons to their own present

Yes No

day life situations. They will culminate into two projects creating a banner on individuals and a file folder project on numerous African Americans throughout history.

Each morning in February, 5th graders will be sharing during morning announcements a teaching on a notable person they'd like to highlight as part of our black history celebration. This is inspired through a PTA gift a few years ago, *Black History Flash Cards*. To prepare, students pick cards during morning meetings and have discussions and time to share about each person. The card series was designed to combat the miseducation and suppressions of Black achievements.

Yes No

Finally, students will complete a research project with a partner about a famous person or event that represents Black History in America. Students will be given options on presenting their research, such as a poster, a pamphlet, or a traditional oral presentation.

Yes No

WATCHUNG SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2020

In the school community

At Watchung School in honor of / teaching about an African-American The class will create a child size classroom, along with a write-up be displayed along with last year' walk around and view "Watchung

African-American History Month v music, dance, poetry, dramatic sl author. The assembly also contain speaker.

In the classroom rooms

K

New Learning Objective

The Activity Will Occur During the School Day

Open to Parents/ Guardians

Students will be introduced to several inspirational African Americans through a series of Brain Pop videos. Students will then be writing one thing they learned about each individual and drawing a picture.

Yes

No

1st

African American diorama- Students chose a book about an African American from the classroom library.

Yes

No

Students will read the story, along with their families, and think about why this person is important? What did this person contribute to the world? Why are they famous?

Students will recreate something they learned about this person by making a diorama.

Students will present their

dioramas to their respective classes and will be displayed in their classrooms the entire month.

| 2nd | | |
|--|-----|----|
| We will be doing a cereal box biography presentation. Project will be due on the 19th and will be presented until the end of the month. Projects will be on display in the annex. Will forward pdf. file that we are sending home. | Yes | No |
| 3rd | | |
| Biographical timeline research project of influential African Americans (timeline will be displayed in hallway), series of black history related lessons with videos and discussions from slavery, to Civil Rights movement to African American leaders/influential figures, Martin Luther King, Jr. research and presentation project | Yes | No |
| 4th | | |
| Biography Presentation: Students will complete a PowerPoint presentation on an African American person of their choice. They will present their presentation to the class. | Yes | No |
| 5th | | |
| ¿Quien fue MLK? lesson (Spanish: Who was MLK?) Students will learn about Black History and Jazz in the United States, (Harlem Renaissance), in order to make connections while reading the book <u>Bud, Not Buddy</u> . Students will listen to and learn about Jazz icons that include Louis Armstrong, Ella | Yes | No |

Fitzgerald, Nat King Cole, James Brown, Aretha Franklin, Marvin Gaye, and Whitney Houston. Students will gain an understanding of the importance community music had in African daily life and how it evolved over time in the United States. This will be a month long study and discussion as we read the novel by Christopher Paul Curtis. Other topics of discussion will include race and prejudice.

For Black History Month we will be writing essays about influential African Americans in science, technology, and engineering. We will title our essays "Hidden Figures" because many of these people are not well known and their contributions are rarely highlighted.

Multi-Grade

Music

Grades 4 & 5 will perform their annual Black History Month concert for the entire school. The students are taught a diverse repertoire ranging from Gospel to Jazz. Grades 2 & 3 will study the 'Underground Railroad' and music related to the subject: "Follow The Drinking Gourd." Grades K & 1 will be guided in the listening to Ragtime: Scott Joplin's "MapleLeaf Rag," "Solace," and "The Entertainer." Guest performers: Ms. Joan Gardner will perform at the school along with our own flex Drum Class performing African rhythms on djembes. Fourth & 5th grades will study and listen to the origins of Hip Hop such as 'The Sugar Hill Gang.'

Yes

Yes

Art

Faith Ringgold - artistic expression of self. Gender identity and intersectionality with racial identity and how her personal narrative converges into her art.

Tech

Kindergarten will be learning about several influential African Americans through age-appropriate videos and books. Students will then be led in a class discussion about what they learned about each individual. They will then practice typing a sentence about one thing they learned about each individual and drawing a picture to go with it. This will be an ongoing activity for the month of February.

First Grade – Students will be learning about Ruby Bridges through age-appropriate books, videos, and slideshows. Students will then have a class discussion about the bravery shown. In Google Classroom, students will be sharing a time that they were also brave. Students will have a chance to read each other's answers.

Second Grade – Students will be working on a research project that will culminate with a beginner Google Slides project. Students will be paired up and given an individual to research. Using Google Classroom, students will be directed to age-appropriate research sites. They will be given a series of topics that they will need to gather information about. After research has been completed students will be introduced to Google Slides and will create a very basic slide about their individual including text and graphics. This will be an ongoing project for the month of February.

Third Grade -- Students will be working on a research project that will culminate with an intermediate Google Slides project. Students will be paired up and given an individual to research. Using Google Classroom, students will be directed to age-appropriate research sites. They will be given a series of topics that they will need to gather information about. After research has been completed students will be creating a Google Slides presentation including Text, and graphics, as well as animations and transitions to enhance the presentation. If time permits students will have the opportunity to present their slideshow. This will be an ongoing project for the month of February.

Fourth Grade – Students will be taking an interactive journey on the Underground Railroad. Students will follow the path of a young slave as he flees a Southern plantation on his way to Canada. This interactive slideshow will give students a first-person perspective of the perils that escaped slaves faced. They will also have an opportunity to meet several abolitionists that helped aid the slaves in their escape to safety. At the end of the activity, students will be writing a reflection piece in Google Docs and will finish up the activity with a class discussion.

Fifth Grade – Students will be doing a quilt patch activity based off of the story “The Patchwork Path – A Path to Freedom.” After reading the story and discussing what the patches in the story represented, students will be creating their own patch to freedom using Google Drawing. Once the patches are completed

they will be hung up to create a large "quilt."

STEAM

Where We've Been and Where We're Going...

In STEAM class, students will learn about African American scientists and engineers of our past as well as those living today. We will talk about their work and how it shaped (and continues to shape) the way we live. We will also participate in a "Dream Big" passion project in which students will identify something they are passionate about and imagine how they can turn it into something that will have a positive impact on society.

BUZZ ALDRIN MIDDLE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2020

In the school community

Buzz Aldrin Middle School (BAMS) students and staff were treated to a very special production called One Noble Journey, the story of Henry "Box" Brown. The performance, by Mike Wiley, tells the incredible true story of an African American who escaped slavery by mailing himself to freedom inside a wooden box. We are so appreciative to the Buzz Aldrin PTA for generously sponsoring this student assembly, which kicked off our Black History Month activities at BAMS.

This year for African American History Month, BAMS Social Studies teachers have taken inspiration from the New York Times 1619 Project. The 1619 Project commemorates the 400th anniversary of the arrival of the first Africans to the colony of Jamestown. Within each house at BAMS, students will explore the more than 400 years of African American history. Students will work collaboratively within their Social Studies classes to research aspects of one of six historical eras in African American History. The results of their research will be displayed on classroom doors throughout the school later in the month of February. Students will be able to travel throughout the building to explore and learn about all 400 years of African American history through the work of their peers.

The BAMS community participated in our annual MLK Day of Service. Buzz Aldrin students collected donations and volunteered their time at places around the community such as Montclair Emergency Services for the Homeless (MESH).

In the classroom rooms

6th

| New Learning Objective | The Activity Will Occur During the School Day | Open to the Parents/Guardians |
|--|---|-------------------------------|
| <p>Jennifer Kosuda (ELA/Special Education) 6th, 7th, and 8th</p> <p>We will read stories from the children's book Little Leaders: Bold Women in Black History by Vashti Harrison. Then, students will make personal connections or connections to characters in novels we are reading or have read. In addition to this, they will evaluate stories for themes and morals.</p> | Yes | No |
| <p>Ray Savoie (Greenhouse) 6th, 7th, 8th</p> <p>Students will view the documentary video entitled "George W. Carver - His Life and Work". During the viewing students will complete an outline about Mr. Carver's life and achievements, especially his studies and inventions in relation to the world of plants. Students will engage in a discussion of topics raised in the film.</p> | Yes | No |
| <p>Fran Legman (Art Photography) 6th, 7th, 8th</p> <p>We will watch a slideshow highlighting the achievements of four African-American photographers: Gordon Parks, Carrie Mae Weems, James Van der Zee, Wilda Gerideau - Squires. Each of these photographers chronicles the lives of Black Americans at different times in history. We will</p> | Yes | Yes |

discuss the photographers' works and talk about the messages the photographer was trying to convey. In Murals Classes we will view a slideshow about several African-American artists: Betye Saar, Faith Ringgold, Jacob Lawrence and Romare Bearden. We will discuss the style and media of each artist, and interpret and analyze the meaning of their work.

Virginia Weaver (Library/Book Appreciation) 6th, 7th, 8th

Yes

No

Students will be introduced to African American authors who write for teens such as Walter Dean Myers, Jacqueline Woodson, Jason Reynolds, Angie Thomas, and Frederick and Patricia McKissack. The librarian will discuss and "book talk" select books by these authors. An annotated list with a description of the authors' works will be provided.

Fritz Reissig (Social Studies) 6th and 7th

Yes

No

6th Grade - 6th grade students in House 4 will learn about the Montgomery Bus Boycott and why this event is considered to be the birth of the modern Civil Rights Movement.

7th grade - 7th grade students in House 4 will participate in our annual African History Month Museum Project. Students will research and create a museum display for one of the following exhibits "African-Americans in Colonial Society" and "African-Americans in the American Revolution." Once completed, students will present their projects to their classes and museum exhibits will be on display in Room 212 for all students to see.

All grades - BAMS Social Studies teachers have taken inspiration from the New York Times 1619 Project. The 1619 Project commemorates the 400th anniversary of the arrival of the first Africans to the colony of Jamestown.

Within each house, students will explore the more than 400 years of African American history. Students will work collaboratively within their Social Studies classes to research aspects of one of six historical eras in African American History. The results of their research will be displayed on classroom doors throughout the school later in the month of February. Students will be able to travel throughout the building to explore and learn about all 400 years of African American history through the work of their peers.

Brian Cunado (Social Studies) 6th Grade

Yes / No

House 3 Social Studies classes will be covering major events/individuals that led to the Civil Right Movement of the 20th Century

Bonnie Khan 6th, 7th, 8th

Yes

Yes

My students have a Black History Month Project that is due February 24th. They are choosing an African American that has made a significant impact on today's society. They must include pictures, education, early life, accomplishments, and how that person influences them on their poster and essay. In addition, they must present their project to the class on the due date. Some of the research will be done during the school day in social studies.

June Thompson (French) 6th

Yes

No

Students will learn about a famous Senegalese French singer and activist: Youssou N'Dour.

Sharon Chambers (Social Studies) 6th

Yes

Yes

Students will view 3 short YouTube Videos about African American Inventors that influenced the food industry. The movies include: The Inventor of the Potato Chip: George Crum <https://www.youtube.com/watch?v=jsKQMSEAHcg>; Willis Johnson/Did You Know a Brotha Invented the Egg Beater <https://www.youtube.com/watch?v=s2LzcQz2M7A> and Joseph Lee, the inventor of a bread making machine and a machine to make bread crumbs - Joseph Lee <https://www.youtube.com/watch?v=5TUXFkJqls>. After watching the videos, the students will use photos of various foods to create a small collage entitled African Americans and the Food Industry.

Alecia Wells (Technology/Tech Essentials) 6th

Yes

No

In preparation for the 2020 Census, during the month of February, students in Tech Essentials class will learn about the history of the United States Census and its impact on our day to day activities. Students will access the official 2010 United States Census Database on-line (www.census.gov) and obtain data regarding the relationship between the population of African Americans and the total state population. As part of the project, each student will create a spreadsheet containing the US Census population data and perform calculations on the data including basic spreadsheet formulas and functions such as SUM, AVERAGE, MIN, and MAX. Additionally, as part of the project, students will create graphs (charts) based upon the data.

Buzz Aldrin Math Teachers 6th, 7th, 8th

Yes

No

The Math Department at BAMS will be celebrating Black History Month by engaging in various activities. Students will learn about African American women who worked at NASA in the 1960s to learn about the struggles that they faced and their accomplishments (Hidden Figures). Students will participate in class discussions about the tremendous strides African American scientists and mathematicians made in their fields. They will also research famous African American mathematicians and scientists and their contributions to society. Students will share their findings with their class.

Taylor Mandel (Chorus) 6th, 7th, 8th

Yes

No

Students will study African Americans in popular music during the swing era, including Dizzy Gillespie, Charlie Parker, and Miles Davis. There will also be a discussion on Motown music, including The Supremes, Gladys Knight, and the Jackson Five.

Jeff Lawton (Science) 6th and 8th

Yes

No

Poetry Slam! House 1 students will research a scientist from a list and create a meaningful poem that will be performed in front of our class.

Arin Leard (Studio Art) 6th, 7th, 8th, Mixed

Yes

No

In Studio Art, students will be looking at the life and art of Dr. Fahamu Pecou. This modern interdisciplinary artist was born in Brooklyn NY. He combines hip-hop, fine art, and popular culture in his work.

Students will be critiquing RockWell: Radiant Pop Champ by Dr. Pecou and then creating their own piece of pop art.

William Strauss (Band) 6th, 7th, 8th

Students will study the Blues and its significance in the history of music in the 20th Century, most notably its role in early Rock and Roll.

Stephanie Drozd (Special Education ICS/All Subjects) 6th

Yes

No

Students will research a famous African American and then use that research to write a poem using the format provided about their person.

Atara Bernheim (ELA) 6th and 7th

Yes No

Seventh graders will begin reading a historical fiction novel set in 1955 Mississippi. Through this story and supplemental material and documents, including excerpts from original court documents, students will learn about the murder of Emmett Till and the impact the trial had on the Civil Rights Movement.

Sixth graders will read an article and conduct a discussion on the Sixteenth Street Baptist Church bombing before beginning *The Watsons Go to Birmingham*.

Tara Berger (Science) 6th

Yes /No

Sixth graders will use graphic organizers to collect information as they read the biographies of several African American scientists and inventors. They will also choose two scientists that they read about and create an award for these individuals.

7th

Jessica Eden Mintz (Social Studies)

Yes

No

7th graders will choose a speech written by an African American that moves them. They will then dissect the speech and pull out one motivating quote. The quote will serve as inspiration for an art project. Finally, students will be tasked with creating an art project that encapsulates the quote and speech, and will present their projects to their class.

Stephanie Savoia (ESL) 6th, 7th, 8th

Yes

No

Read and learn about several famous African-Americans in U.S. history including Martin Luther King, Jr., Rosa Parks, Langston Hughes and Ruby Bridges. Students will watch a movie about Ruby Bridges to learn more about her story.

Maria McDonald (ELA) 7th and 8th

Yes

No

House 5 ELA students are conducting research and analysis of the current social issues that affect African Americans and people of color (e.g. racism, stereotypes, classicism). This is in connection to our current class novels and the similar topics that emerged in the texts even though there were published in the previous century

Alexandra Woody (French) 7th and 8th

Yes

No

Grade 8 French Novice III: Students will learn about French-speaking Senegal's customs, topography and history and reading a book set in French-speaking Africa, *Boubam et le Tam-Tam*. After completing a webquest about French-speaking Gabon designed by Madame Woody, the students will hear from Mr. Dan Taylor, our STEM

Coordinator/Teacher about his experiences serving in the Peace Corps in Gabon. Students will try on Senegalese clothing and learn about the products and practices of Gabon and reflect on cultural similarities and differences.

Grade 7 French Novice II: Students will learn about customs and holidays in Martinique and other French-speaking regions. They will become familiar with foods and the history of some of these regions

Tara Berger (Science) 7th Yes No

Seventh graders will create a digital scrapbook highlighting the achievements of two prominent African American scientists or inventors.

Jacqueline Brower (Science) 7th, 8th, Mixed Yes Yes

House 2 students will research 2 African American scientists/inventors. They will complete a google slideshow describing where they made scientific contributions, what they did that contributed to the world of science, what contributions they made to the US or their community, the obstacles they overcame, and different quotes/or words that describe their scientists. Students will present these in class. All presentations will be compiled to make one large google slide that will be shared with house 2 families.

8th

Daniel Taylor (Science) Yes No

In collaboration with Ms. Woody's French classroom, Mr. Taylor will present an interactive session with students about the cultural experiences in Gabon, a francophone country in Central Africa, where he lived for four years. The presentation will challenge stereotypes, ignorance, fear, misunderstandings, differences, and make connections between commonalities. The presentation includes video footage, pictures, and physical artifacts to be shared and discussed.

Alexandra Woody (French) Yes No

This activity is ongoing. Students will be studying cultural aspects of le Sénégal embedded in the target language of French. In addition, our own Dan Taylor, STEM Coordinator, will visit (a) select class (es), to share about his experience in the Peace Corps in French-speaking Gabon. Students will complete reflective Admit and Exit tickets as well as a Gabon webquest.

Fritz Reissig (Social Studies) Yes No

African American Museum Project - House 4 students will work on

individual research projects focusing on African American History during the Antebellum, Civil War, and Reconstruction periods. Projects will culminate in a "museum" exhibit. Student work ('artifacts' and research) will be presented and put on display in the classroom.

Pamela Harriott (Spanish/World Language) 8th Grade

Yes

No

During the course of Black History Month I plan to show portions of the movie entitled, "A Dios Momo". I will present: 1. historical information that led to a significant presence of Africans in Uruguay; 2. Latin America's longest celebration (40 days) - Carnival, with its strong African features; 3. some Afro Latino aspects in Hispanic literature, theatre and music as seen in the movie that are unique to the Uruguayan Carnival; 4. The realities of poverty, lack of education; and 5. the belief in the power of an ever-present hope for possibilities as experienced in the life of 11-year old, Afro-Uruguayan, Obdulio.

Charlie Poris (ICS-Special Education) 8th Grade

Yes

No

Students will read a Newsela article, "What everyone should know about Reconstruction 150 years after the 15th Amendment's ratification" and respond to comprehension questions, highlight and look-up three vocabulary words they do not know and write a short personal reaction to an aspect of the article. *** In addition, I will provide academic support, per IEPs, for general education Black History Month activities.

Jessica Mintz (Social Studies) 8th Grade

Yes

No

Students will learn about several African-American inventors of the Industrial Revolution period and the origins of the term "the real McCoy." They will then participate in an 8th grade "Shark Tank" challenge where they are challenged to create an invention of their own to solve an everyday problem. They will have the choice of building a prototype or drawing a detailed blueprint.

Michele Kinnas and Luke Fess (ELA) 8th Grade

Yes

No

In the eighth grade, groups of four to five students researched specific topics during the 1930s time period to enhance their knowledge of the American classic, To Kill a Mockingbird.

Such topics include cultural elements of 1930, Jim Crow Laws, Scottsboro Trials, Court rooms (then vs. now), etc. Students presented their research to the class, while their peers took notes on each topic. Students began the novel with a depth of understanding of the racism and segregation going on in our country at that time. This strong knowledge also gave them the ability to compare and contrast the structure of society, then and now.

In addition to the above, towards the end of the unit, students will also become familiar with other court cases where people were accused of crimes they did not commit. Similar to the Scottsboro case, the fictitious one in the novel, and others, students will explore how racism played a role in these convictions.

Jamie Scala (Health) 8th

Yes

No

Students will create poster projects that will detail the contributions of African-Americans to the field of medicine and medical research. Posters will be hung through the month of February celebrating African-American History Month.

Jeanette Rodriguez (Architecture) Mixed Grades Yes No

Students will read aloud an article on African-American Architects, 15 Black Architects from Educational Website "ThoughtCo." Students will view examples of their work via PP presentation and will discuss work; finally students answer a quick multiple choice worksheet as a review.

Mike Santos, Jeff Lambert, Physical Education Mixed Grades Yes No
Shaila Camilo, and Brielle Feaster

This activity requires teams to research a Black/African American athlete that has influenced or paved the way for a sport they enjoy to play. Students will need to bring in a typed paper with the athlete's name, sport, and their history (how they impacted the sport, the community or the world). Students need at least one paragraph.

Shivan Persad (Social Studies) 6th and 8th Yes No

House 1 students will use topics from the 1619 and Amistad Curriculum to conduct research. This research will conclude in a presentation using various forms of media. Students will view the presentations in order to learn about topics they did not research.

Diana Grassi (ELA) 6th and 8th Yes No

The 8th graders are studying the Scottsboro boys as part of their RST and in connection with To Kill a Mockingbird. We read an informational text about their trials, and students were tasked with looking up parts of the article that they did not know about. Many students posed their own questions, and I guided them to dive deeper into Jim Crow laws to make connections.

At the end of the month, I will be front loading the 6th graders with information to begin their study of The Watsons Go To Birmingham. They will be investigating the Sixteenth Street bombing, and we will be looking at kidsinbirmingham1963.org to read stories from the people who were at the church during that time. We will also be analyzing the timeline on that webpage to see how it connected to the Civil Rights movement.

Tim White (Study Skills) 6th and 8th Yes No

Students will read through a passage about one of the most famous activists in American history, Martin Luther King, Jr. and answer a series of questions about him.

Along with answering the questions, students will also be asked to cite in their text where they discovered the answers to their questions.

Tracie Morrison (Counselor) Mixed

Where I'm From Poem

Students will brainstorm various characteristics, traits and memories about themselves and their families. Using the information from their brainstorm and a blank poem template, students will then write their own poem. (Students may take creative license to structure the poem as they deem appropriate. There is NO length requirement.) Students will Recite all or a portion of their poem for the class.

Inventing A Better World (Adapted from Teaching Tolerance)

Problem solving challenges students to use critical thinking and creativity to imagine an alternative to the current reality. This task requires students to apply their academic analyses to a real-world situation.

Share the story of Playpumps as an example of a creative solution to a humanitarian crisis that, ultimately, needed to be rethought. Remind students that solving big important problems requires perseverance.

Randomly or purposefully place students in groups of 3-4.

Ask students to create a list of social problems they want to address.

Ask students to narrow the list to one problem or issue of concern.

Brainstorm a list of ideas that might solve the problem.

Design (draw, sketch, mind map) the product or process.

Name the invented product or process.

Share with the entire class

Discuss the effectiveness of using the invention for social change.

Reflection: What did you learn?

Alvina Babu (Science) 8th

Yes

No

Students will be making a digital scrapbook using google slides about a famous African-American influencer in STEM. Students will then prepare to present their scientist/influencer for class presentations.

GLENFIELD MIDDLE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2020

In the school community

Glenfield will host the community wide screening of “Pushout: The Criminalization of Black Girls in Public Schools.” on Wednesday, February 5. The screening will be hosted by TURN (Teachers Undoing Racism Now) and facilitated by Mr. Rodney Jackson, Social Studies teacher at Renaissance Middle School. Audience members will be asked to participate in a Q&A session following the screening.

On Friday, February 7, The LOUD Project, a slam poetry group, will conduct the second of a four part school-wide activity encouraging students to engage in creative writing activities to address social issues of their choice. Students will be asked to be reflective of their personal struggles, as well as the personal struggles of notable African-Americans, to create positive social change. These reflections will take place in the form of poetry and creative writing in preparation for the upcoming poetry slam in April.

Mr. Pelli will be hosting the sequel to the speaker series, “Growing up Montclair.” Students will learn about the evolution of Montclair through the childhood experiences of a diverse panel of lifelong “Mounties.” This panel discussion will take place on Friday, February 21 during Social Studies classes.

Beginning in the early 1990s and for the past 17 consecutive years, Glenfield Middle School has been hosting an African American Career Day during the month of February as part of our African American History Month observances. This event is designed to expose students of all races to African Americans who have successfully pursued a variety of careers. Through this event, we hope to counter the negative stereotypes that exist in some minds and to inspire new possibilities in others. African American achievers will be invited to Glenfield on the morning of February 14 to share stories of their success, steps to achievement, obstacles overcome and other experiences that they wish to share.

In the classroom rooms

6th

| New Learning Objective | The Activity Will Occur During the School Day | Opening to the Parents/Guardians |
|---|---|----------------------------------|
| <p>Beth Cario (Social Studies) Students will add to the "Notable African Americans" display through a choice of 3 activities - *Letter of appreciation - reflect on struggles, accomplishments, achievements, contributions, what you admire about them, etc. *Inspirational Graffiti - relating to a category (positive and inspirational quotes, sketches, accomplishments, actions, etc.) *Mini- Posters - choose from a category (research person of their choice - pictures, facts, accomplishments, quotes, etc.)</p> | Yes | No |
| <p>Anthony Grieco (Social Studies) Students will be making Biography Brochures of various African American historical figures the week of February 17th. Students will share photos, quotes and achievements of these iconic men and women - focusing on their determination to persevere. The activity will take place in class during period 8 Social Studies. Students will be encouraged to work with their</p> | Yes | No |

family to choose a historical figure that they feel they can relate to in some way.

Lauren Etter (ELA)

House Titus, is a DEAR book club that will meet once a week to read and discuss Denise Patrick's new book *Finding Someplace*. She is a Montclair author of color who I worked with when she was in the school with the Writer's Room, and I taught her son.

7th

Rosalind Marshall-Thompson (Math)

Graph 22: Peace, Brother!

Students will plot points on a Cartesian Plane using four quadrants with positive and negative axes. The finished product will be a picture of a peace sign.

Yes

No

House Pelli and House Lofrano will participate in an African American read-in hosted by local authors Denise Patrick and Corban Walker. The authors will discuss their works as well as the writing and editing process.

Yes

No

8th

Elizabeth Reyes (Spanish)

Students in Advanced Spanish will cover Martin Luther King, Jr.'s life in Spanish, his impact in Colombia and his influence on the Afro-Colombian and Indigenous movements.

Yes

No

Scott Berman (Social Studies)

Students will be studying the Abolitionist movement and discussing the impact of key African Americans during the Antebellum period

Yes

No

Carmen Blanco (ELA)

Students will be reading poetry by various poets from the Harlem Renaissance. Students will then learn to model narrative style using these poets as inspiration

Yes

No

RENAISSANCE MIDDLE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2020

In the school community

- On February 1, Renaissance Middle School will host its annual Dr. Martin Luther King Jr./Black History Month Assembly. The assembly will be composed of adult and student speakers as well as student performances.
- Morning announcements will be used to highlight important black figures that have both historical and current contributions.
- The week of February 4th through February 8 is Black Lives Matter at School Week of Action. Renaissance Middle School will highlight one of the BLM at School demands each day during morning announcements and use advisories for student discussions.

In the classroom rooms

6th

New Learning Objective

The Activity Will Occur During the School Day

Open to Parents/Guardians

Ms. Jordan's Sixth Grade ELA Activities and Projects to celebrate Black History Month

- | | | |
|---|-----|----|
| <ul style="list-style-type: none"> ● During the month of February, students will read and analyze both poetry and speeches from influential African Americans (e.g., Langston Hughes, Dr. Martin Luther King, and Barbara Jordan). They will also read many nonfiction articles that celebrate and honor African American achievements. Lastly, students are reading nonfiction books written by African American authors (e.g., Walter Dean Myers and Misty Copeland) that also celebrate African American achievement (Jackie Robinson, Rosa Parks, America's First Black Paratroopers, etc.). | Yes | No |
| <ul style="list-style-type: none"> ● Students will complete activities that require them to write shorter pieces and also essays displaying their analysis of African American work (e.g., speeches, poetry, books, and short stories). | Yes | No |
| <ul style="list-style-type: none"> ● "Black History I Am From Project": Students will choose an influential African American Historian; a person that they may not be familiar with (e.g., Desmond Tutu, Oliver Tambo, Jesse Owens, Mary Seacole, Jackie Joyner-Kersey, Zora Neale Hurston etc.) and then research the Black Historian. | Yes | No |

After researching, the student's task will be to teach us about their person through writing an "I Am From" Poem. The students will have to assume the identity of the person and through their words teach us about the person. After writing the poem, they will create some piece of art that

represents and continues to teach us about the person. Students will be allowed to create a sculpture, drawing, song, poem, essay, slideshow, etc.

Ms. Dunn's Sixth Grade Social Studies Activities and Projects to celebrate Black History Month

Students will be researching and writing a biography of a historic African American. They may use books, websites, magazines, encyclopedias or any other appropriate source. They will need to use at least two sources for their research (they can be any combination of internet, book, etc.). If they choose to use books, they must have two different books; if they choose to use just websites, they must use two different websites.

What to research and write about...

Describe the early life of your person.

- Tell about what kind of person he or she was.
- What was it about your character that helped him or her to succeed?
- Did your character know what he or she wanted to become in the future?
- How did your character prepare for his or her future?

Yes

No

Tell about the work your person did.

- Tell why his/her work or contribution was important.
- Did he or she invent something or teach others?
- How did he or she change the world?
- What lasting effects did your character have on the lives of others?

What should we all know about your person?

- How do we benefit today from him or her?
- What do you think was the most impressive thing about your person?

Tell how your person has inspired you.

- In what ways would you like to be him or her?

Ms. Spagnuolo Grade 6-8 Music

Black History Month Songwriting Lesson Plan

"I Have a Dream" is a public speech that was delivered by American Civil Rights activist Martin Luther King, Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States.

Essential Question:

How do we use Dr. Martin Luther King, Jr.'s, "I Have a Dream Speech," and incorporate the magnitude and important key words, phrases and sentences into a song format?

Yes

No

Goals/Objective:

Students will read a section of Dr. Martin Luther King, Jr.'s Speech, "I Have a Dream" and incorporate these words into a song.

Ms. Dyer Grade 6-8 Literacy Lab

Students will be exposed to texts, (currently offered in the Literacy Lab all of the time), about prominent African American men and women, and their contributions to our society. Although these texts are always a part of the library, we will be sure that they are used daily in students' reading intervention lessons during the month of February.

Yes

No

7th

Ms. Susan Thomas 7th Grade Social Studies and the 7th Grade Team

7th grade students will watch "Selma."

Yes

No

The entire 7th grade takes a trip to the African Burial Grounds and the MLK Teach-In.

Yes

No

The 7th grade is planning a Black Lives Matter mural that will be created in a manner similar to a Civil Rights mural we created three years ago. Students will be placed in teams (must be done in Advisories as it is the only time available to reach all students) and there will be three students per team. One is the lead researcher, one is the lead writer and one is the lead artist. Each team will research a topic related to the Black Lives Matter movement and then create a piece of the mural. They will, for example, look into some of the issues facing students in schools and colleges related to their education. Some will research needs related to better housing, treatment by the police, needed voter reforms (esp. gerrymandering and reforms allowing inmates the right to vote), among other topics. This project takes some time to prepare and assemble, but hopefully by the end of the month we will be ready to place the mural on the 2nd floor hall across from our classrooms.

Yes

No

Also, students will view "A Time for Justice," which is not specifically focused on Emmet Till, but on the entire Civil Rights movement. Students will watch that in Advisories before beginning the mural.

Yes No

Ms. Spagnuolo Grade 6-8 Music

Black History Month Songwriting Lesson Plan

"I Have a Dream" is a public speech that was delivered by American Civil Rights activist Martin Luther King, Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States.

Yes No

Essential Question:

How do we use Dr. Martin Luther King, Jr.'s, "I Have a Dream Speech," and incorporate the magnitude and important key words, phrases and sentences into a song format?

Goals/Objective:

Students will read a section of Dr. Martin Luther King, Jr.'s Speech, "I Have a Dream" and incorporate these words into a song.

Yes No

Ms. Dyer Grade 6-8 Literacy Lab

Students will be exposed to texts, (currently offered in the Literacy Lab all of the time), about prominent African American men and women, and their contributions to our society. Although these texts are always a part of the library, we will be sure that they are used daily in students' reading intervention lessons during the month of February.

8th

Mr. Rodney Jackson 8th Grade Social Studies

Mr. Jackson is covering a unit that addresses student impact of historic white supremacy, its roots in slavery and its impact on today's climate.

Yes No

Research and discussions will be conducted.

Ms. Zara Noori 8th Grade Social Studies

Students will be reading To Kill a Mockingbird. They will be challenged to make connections between characters and elements of the book to true historical events.

Yes No

8th Grade students will also be creating biographies of

famous African Americans. All projects will be displayed on the 8th grade floor as a “hall of fame.”

Yes

No

Ms. Spagnuolo Grade 6-8 Music

Black History Month Songwriting Lesson Plan

"I Have a Dream" is a public speech that was delivered by American Civil Rights activist Martin Luther King, Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States.

Yes

No

Essential Question:

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Students will read a section of Dr. Martin Luther King Jr.'s Speech, 'I Have a Dream' and incorporate these words into a song.

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Yes

No

MONTCLAIR HIGH SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2020

In the school community

The Montclair High School will be exposed to Black History through a number of mediums this school year. First, our students will have the continuous roll of Black History factoids on our announcement board updated daily. The high school will also host Keena White, a local multimedia artist, as she introduces her work, *“Dear Black Son”*, a collection of letters written from parents to their sons of various ages highlighting the full gamut of emotions the parent of a Black Son must overcome to arrive at loving the individual in spite of what society has labeled, relegated and destined him for in the future. This event takes place February 7, 2020 from 7-830pm and is open to the public.

The Black Student Union has completed their window mural of “Black Expressions” by the Media Center corridor. All students had the opportunity to contribute with their favorite quote, theme or image and have it displayed in our school building as inspiration and affirmation.

9th grade Restorative Justice Lunch Circles throughout Black History Month will consist of topics that cover self-identity, race, and empowerment. The Lunch Circles will provide a safe space to explore these ideas and concepts, and better connect all individuals in our Montclair High School community.

Under the direction of Ms Griffin, Montclair High School Black Student Union Presents: Black Lives Matter at School Conversations. This event will take place on Wednesday, February 5th, 2020 in the backstage area of the auditorium. All students are welcome.

In the classroom rooms

| New Learning Objective | The Activity Will Occur During the School Day | Open to Parents/Guardians |
|------------------------|---|---------------------------|
| | Yes | No |

World Language

Ms. Cahayla

French 3: Students will design and present the biographies of some Black Francophone women and men of influence from the past and the present. We will also discover and study music from some Black Francophone singers.

Y

N

French IV: We are watching and studying the themes of "Sugar Cane Alley" in French, a movie directed by Euzhan Palcy, a director from Martinique. In the movie, Jose, the protagonist, is a young boy who fights against the odds for his education and his future living in a rural part of Martinique in the 1930s. Many of the people around him, including his grandmother, Ma'Tine, with whom he lives, work in the sugar cane fields where they are browbeaten and badly paid by the white boss.

Y

N

French VAP: We will read literature from writers and

poets from the Négritude, a literary movement from les Antilles (West Indies) as well as listen to music from Black Francophone singers. We will watch a movie called Le Havre, about a shoe shiner who tries to save an immigrant child in the French port city Le Havre (if time allows).

Y

N

French VI will present biographies of some Black Francophone women and men of influence from the past and the present.

Y

N

Ms. Romero

During Black History Month, my Spanish classes will be studying the history and meaning of Afro-Latino culture, and how the identities are represented through song and dance. Each day during BHM, students will be shown a new song from an Afro-Latino(a) music artist. The origin of the artist, as well as the song's significance, will be analyzed and discussed as a class.

Y

N

English Language Arts

Mr. Woodruff's English 12 AP Literature and Composition class is reading "Beloved," the Pulitzer Prize winning novel by the late Toni Morrison. We will also be reading Morrison's beautifully crafted Nobel Prize Acceptance Speech from 1993 and selections from two collections of Morrison essays, "Playing in the Dark" and "The Source of Self-Regard."

Yes

No

Ms. Steinbach's classes will explore the following texts:

- a. Excerpts from The Narrative of Frederick Douglass
- b. Elements of the 1619 Project
- c. "Sonny's Blues" by James Baldwin
- d. Harlem Renaissance poetry

Ms. Voltman:

In 9th grade World Literature, we will be studying Chinua Achebe's Things Fall Apart, which reflects the Ibo culture before and during colonization. The next book we will cover in an autobiography by Mark Mathabane, who writes about growing up a Black South African during apartheid. The two texts

complement one another since Mathabane's book shows the institutionalized racism that was the result of the colonization that is illustrated in Achebe's book, which is set in the 1880s in Nigeria. Two cultural events that will accompany the units are a Nigerian Cultural Feast and a Beauty of South Africa stations activity.

In English 10 Honors, we will be studying slave narratives of Equiano, Douglass, and Jacobs and will be looking at how the poetry of the Harlem Renaissance echoes the institutionalized racism and human atrocities that occurred during slavery. We will also consider how this time in history continues to affect society, both African and American, up until this day.

Ms. Kuryllo:

My English 12 AP Literature and Composition class is reading "Beloved," the Pulitzer Prize winning novel by the late Toni Morrison. We will also be reading Morrison's beautifully crafted Nobel Prize Acceptance Speech from 1993 and selections from two collections of Morrison essays, "Playing in the Dark" and "The Source of Self-Regard."

Science

Mr. Bugg.

Honors Physics and Astronomy classes will watch the film "Hidden Figures" to highlight the contributions of African Americans in the sciences during a tumultuous time in our country's history.

Ms. Eckert

Anatomy & Physiology (juniors and seniors): Students will be presenting on a black scientist or physician/nurse/anyone in healthcare. The individual can be living or deceased. Students will choose someone they find inspirational and then prepare a presentation that grabs the audience and illustrates what is so interesting and inspirational about this person. Scientific discoveries will be highlighted as well as any obstacles the person had to overcome. This is a group project.

AP Biology (juniors and seniors): during the month of February, students will learn about melanin with a focus on the extraordinarily important biological role this pigment plays in not only humans but many other organisms. We will also be discussing the evolution of skin color, which is primarily determined by melanin. Howard Hughes Medical Institute has created a wonderful film that explains the biology of skin color and we will watch and discuss the film.

School of Visual and Performing Arts

Boyce Ennis, Ed.D.

Music Director at Montclair High School in Montclair NJ, is hosting an African American History and Talent Hunt Program this year. We would really love to have some of your Talented Arts students

participate in the Talent Hunt portion of the program. All students are invited to compete in Dance, Drama, Visual Arts, Vocal and Instrumental and Classical Vocal and Instrumental. There will be cash prizes for the winners. I have attached an Application for the program. If you would, please forward to your High School Arts Teachers to share with their students. Teachers you can email your students applications if wish, scan them and email them to this address. The date is Saturday, February 29, 2020 from 12-3PM.

Erin Foley

I have supported the MEA BLM at schools week Art contest. I have prepped on students on what makes a great logo, and given them class time to work on. Hopefully a number of them will submit, and perhaps even win!!

In my ceramics class I am showing work of some famous African American sculptors and discussing the work of Robert Lugo, an amazing potter who brings awareness through decorative design on his pottery.

At the beginning of every class, we are engaging Black History Trivia and the students are engaging the material leading to robust initial discussions.

Center for Social Justice

10th -12th CSJ Lab- Racism PDL; CSJ Black History Activities- black fraternities/sororities, N-word panel discussion, open mic poetry slam, BLM principles

1. CSJ Lab - grades 10-12 - Black Live Matter At School Week of Action - We will review the 13 guiding principles of BLM, the four demands of BLM week, and the national BLM week creative challenge.
2. CSJ Lab - grades 10-12 - Mr. Vazquez and a group of students are coordinating four events, including a screening of a film on Black fraternities, a panel discussion, and a poetry slam.
3. CSJ US 2 - grade 11 - During our study of the Great Depression and WW2, we will continue to highlight the Black experience, including "Don't shop where you can't work." protests and the Double-V campaign. We will also engage in some BLM At School week activities.
4. CSJ US 1 - grade 10 - During our study of westward expansion, we will continue to highlight the Black experience, including the expansion of and movement against enslavement. We will also engage in some BLM At School week activities.
5. US 1 H - grade 10 - During our study of westward expansion, we will continue to highlight the Black experience, including the expansion of and movement against enslavement. We will also engage in some BLM At School week activities.
6. CSJ Lab - grades 10-12 - During our unit on classism and economic injustice, we will highlight issues such as the racial wealth gap.

Civics and Government Institute

CGI AP Literature and Composition

In Quarter 3 we read Hurston's *Their Eyes Were Watching God* and Ellison's *Invisible Man*. These are important American texts that are also excellent coming of age stories, absolutely appropriate for all developing humans. But we also get to talk about African American experiences as well as gender issues.

Phil and Comp

I don't have an explicitly planned February activity; however, I have quilt African-American History into the course proper. In Q1 we read Frederick Douglass' "Lesson of the Hour (or Why Is the Negro Lynched)" as an introductory text to philosophy: particularly how does Douglass shape his argument about the unconstitutionality of lynching and what the "Negro Problem" should actually be called. In Q2 we watched a documentary about reparations in a unit on Forgiveness, focusing on what aspects of forgiveness (acknowledgment, repairing damage, commitment to change, and apology) play in this national issue. In Q3, in early March, we read an article by Malcolm X. Students write upon each of these texts.

History

Mr. Moore's Global Studies class will employ a number of activities that involve text readings, PSD analysis, reflective writing, video viewing and educational games. I will also employ Google Classroom as a means to stay in step with the pacing of the Global Studies Curriculum.

Mr. Moore also teaches the African American History which will continue its normal course of action.

Dr. Harewood's class will read and discuss Pres Trump's Proclamation. They will also complete an AA History Kahoot and will have current events on the topic

Ms. Conti's US History Class will study the Double V Campaign during World War II. The lesson includes assessing primary sources. The students will follow up this lesson by listening to a podcast on an African American soldiers' experience during the war and when he comes back to the United States after the war.

Mr. Lenczuk:

US History 1 classes will examine "Ain't I a Woman" speech by Sojourner Truth with spin-off activities.

Mr. Meyer:

20th Century Cultural History (Grades 11-12)

- The beginning of the semester sees us explore the culture of lynching in American in the late-19th, early 20th centuries. Students will watch a brief documentary, "An Outrage" detailing the culture of lynching that existed and those who fought this abhorrent tool of control. This serves as a backdrop to the release of "The Birth of a Nation" in 1915. Students will explore and debate whether or not the film should have been censored, banned, or shown (as it was in most states). Students will not watch the film, but debate the merits of its technological superiority vs. its racist content.

- As an outgrowth of the analysis of "The Birth of a Nation" and race relations in the early-20th century, students look at the history of cultural stereotypes used to oppress black people here in the United States. Students watch "Ethnic Notions" and seek to connect the issues within the film to today...have these stereotypes persisted, been eradicated, or morphed into something else?

- Lastly, the culminating focus of this unit is the Harlem Renaissance. Students will examine art, poetry and music to create a lasting memorial to the Renaissance and what its legacy is, not just to black America, but all of America.

AP US History (Grade 11)

- Students will be examining the contributions of black Americans to World War 2, the Double V Campaign, as well as the war's impact on the growing Civil Rights movement that began in earnest in the postwar years.

STEM

The STEM small learning community will have a guest speaker at the end of the month who will explain her career in Nursing and Healthcare IT. Students are also designing and executing a small learning community project focusing on STEM pioneers in Black History.