

MONTCLAIR PUBLIC SCHOOLS



AFRICAN AMERICAN HISTORY MONTH

2019

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. We thank you in advance for your understanding that this document is not an all-inclusive representative of the robust work occurring in our school communities during the month.

Dr. Kendra V. Johnson, Superintendent

BRADFORD SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2019

In the school community

- **School-wide Assembly:** In this interactive assembly, Ssuuna introduces students to the artistry of African culture through dance, music, and storytelling. Sharing music from his native Uganda using authentic African instruments such as the thumb piano and one-stringed fiddle, Ssuuna inspires students to compare and contrast cultures and to learn the importance of respecting cultural differences. The program ends in celebration as students play alongside Ssuuna and learn a song in Luganda, the language of Uganda.
- In music classes, students will identify the style, rhythm, beat, tempo, and dynamics of Motown music. We will spend time discussing what was going on in the country at the time the music was created to provide context. Students will observe video clips of Motown performers such as Aretha Franklin, Michael Jackson, Stevie Wonder, and Diana Ross, and each class will learn to sing one Motown song to perform our Spring Assembly.
- Our annual Martin Luther King, Jr. Day of Service was held on Jan. 21st. 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.

In the classroom rooms

K

New Learning Objective	The Activity Will Occur During the School Day	Opening to the 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.	Yes	No
In KC, students will define what history is, and identify the reasons why we study the past. Students will discuss <i>who</i> 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 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.

Yes

No

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

Yes

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

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

No

In Ms. Durber's class, students will research and create 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.

Yes

No

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.

3rd

Third graders will focus on key themes over the course of Black History Month. Students will listen to the following stories: From Africa to America, Life on a Plantation, Civil War through WWII. They will read, discuss and write a biography of a famous African American during

Yes

No

these times. Students will use information from the texts to determine the meaning of academic and domain-specific words and phrases in a text, and they will compare and contrast the lives of African Americans during these different time periods. The last theme is Civil Rights and students will participate in a play based on Rosa Parks' book, The Bus Ride that Changed History.

4th

Students will read and analyze the book The Lions of Little Rock, by Kristin Levine, in a weekly literature circle. This book takes place in Little Rock in the late 1950s and deals with the segregation of schools. Students 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.

Yes

No

Students will identify who the Tuskegee Airmen were by reading the Tuskegee Airmen: American Heroes. Students 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 write a poem and then strengthen it by revising and editing 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 read and discuss a

picture book about the life and impact of Muddy Waters; explore the mathematical connection between Muddy's music and musical notes/fractions; and read and interpret notes as fractions.

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.

5th		
Although the contributions of Africans and African Americans are spotlighted organically throughout the school year, we honor Dr. Carter G. Woodson's creation of what became Black History Month.	Yes	No
Students will participate in mini-lessons throughout the month to identify and define the contributions of African Americans in politics, music, science, the arts, athletics, and entertainment.		
Students will focus on the Underground Railroad by participating in a learning scavenger hunt in which they can win prizes for answering questions correctly after reading information at each "stop." "Railroad stations" will be posted throughout the school. These "stops" will provide facts about people or events in African American history such as the 54th Massachusetts Regiment in the Civil War or the work of Benjamin Banneker. Students will record and analyze		

information as they visit
information stations.

A skit produced by one of our
paraprofessionals, Mr. Lewis
Robinson, highlighting the
achievements of African
Americans and the words of
Langston Hughes that, "We Too
Sing America" will be performed
for all fifth graders.

CHARLES H. BULLOCK SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2019

In the school community

Bullock's 16th annual MLK Day On (January 21st) 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 families. P.A.C.E. Music Group, a high school orchestra from Camden, New Jersey, performed.

The entire Bullock Community is taking part in an initiative to help the Georgie Badiel Foundation, which aims to provide clean water and educational programs to the people of Africa. The third grade hosted an all-school morning meeting to introduce the initiative to the school.

The third graders were inspired to help from the book The Water Princess, which is based on the childhood experience of Georgie Badiel. Growing up in Burkina Faso, she would have to walk most of the day (about four miles) just to get water for her family, and the water wasn't even clean. Having read the book, the third graders decided that they wanted CHB to help; click here to see their presentation https://docs.google.com/presentation/d/18Ga17IQ_08EUOkXJ4wIavZCJfSpxQvIwiJxAks5Cnw/edit%23slide=id.p

In the classrooms

K

New Learning Objective	The Activity Will Occur During the School Day	Opening to the Parents/Guardians
Kindergarten is studying the life and times of Dr. Martin Luther King Jr, participating in a song/poem activity and craft. During the month of February we will also be using literature to study the lives and contributions of Ruby Bridges and Rosa Parks.	Yes	No

1st

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 listen to read-aloud texts, as well as watch videos.

Yes

No

2nd

The students will learn about the story of Ruby Bridges and the book she wrote telling the true story of what happened when she became the first black child to go to an all-white school.

Yes

No

Students will be asked to wonder about Ruby Bridges. They will share their “wonders” and write them on a post-it. For example: How does Ruby feel about going to school?

After reading the book, check on students’ wonderings. Were they answered?
What are they still wondering about Ruby Bridges?
What did they learn about Ruby Bridges?

Explain that when readers have questions about a book after they read it, they can look for more information on the Internet and other books. Brainstorm other wonderings they might have about Ruby Bridges. Students will research their wonderings on laptops.

3rd

The students will conduct computer research of a famous African American and create a poster, either digitally or traditionally, demonstrating what they learned about that person. Learning the elements of research will be embedded in this project, as well.

Yes

No

4th

Students will be able to identify how the Civil Rights movement

Yes

No

and Martin Luther King’s goal of peaceful protest, even when met with anger and violence, have affected their lives.

Fourth grade will be doing a read aloud every Friday, reading Martin Luther King 10 Days, and having discussions each week. The book details 10 events in Dr. Martin Luther King’s life that changed his life and ours. It focuses on the Civil Rights movement and his goal of peaceful protest even when met with anger and violence.

We will also be beginning our West Africa study in February. American history tends to start with the British colonizing the land and bringing slaves. We want students to understand that slavery is not the start of African American history; it is only one part. We want them to see and understand the rich culture of West Africa and how that area was also colonized by the British who then brought people over to the American colonies as slaves. This is also aligned with the Amistad curriculum. In addition, we hope to inspire students through book discussions to understand our cultures and movements, and take action in some way to make change.

5th		
Students will be choosing a famous African American who has had an impact and made a difference. They will be researching this person in pairs and developing a slide show presentation about their person. Students will then teach their peers about their person and the impact he/she has made.	Yes	No

DEVELOPMENTAL LEARNING CENTER (DLC)



AFRICAN AMERICAN HISTORY MONTH

2019

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**

2019

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:

- Wrote letters to active service men and women in the U.S. military.
- Prepared soup for Toni's Kitchen
- Decorated and stuffed tote bags for the children of CASA, a non-profit organization that provides court-appointed advocates for children in the foster-care system.
- Helped make 1,000 origami paper cranes with Edgemont's Roots & Shoots Club in support of Adele, an Edgemont mom.
- Filled backpacks with food to support families with Toni's Kitchen's "Healthy Backpack Program"

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 two 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 learn about the famous artist Romare Bearden. They will analyze a collage by Romare Bearden, investigate the impact of jazz on art, and create an original collage.

Cosmic Studies (K-5)

Highlight scientists and their contributions in connection with each grade level unit.

Music (K-5)

Students will be learning music composed and performed by the following African Americans. K - Ella Fitzgerald, 1st - Duke Ellington, 2nd - Nat King Cole, 3rd - Marian Anderson, 4th - Thelonious Monk, and the fifth graders will be learning a few African American children's folk songs. Students will learn, "Lift Every Voice and Sing."

Spanish (K-5)

Students will study the concept of adjectives (adjetivos) to describe important people such as Dr. Martin Luther King, Jr., Ruby Bridges and Rosa Parks among others. Students will talk about influential people in history, use their prior knowledge regarding books, movies, articles, documentaries, and conversations with their families. Students 1st - 5th grade will use adjectives to describe not just the physical characteristics of these historical figures but also about their character such as smart, brave, influential, (inteligente, valiente, influyente) etc. For example, K-2 students will concentrate on learning the concept of adjectives in Spanish masculine and feminine endings of words, pronunciation, for example; tall, in Spanish (alta, alto) alta to describe a feminine noun alto to describe a masculine noun. As a class activity they will use a word (adjective) to describe each picture on a short activity called A day in the life of Ruby Bridges. Un dia en la vida de Ruby Bridges using Spanish adjectives. Grades 3-5 will create their own sentences in Spanish using the correct nouns to describe these important people in history, then they will share with the class. They will also work on a short activity and create a T chart to describe what makes a good citizen according to Dr. Martin Luther King Jr. entitled "What makes a good citizen according to MLK." The students will be provided a word bank in Spanish. The students will work together prior to completing the chart on translating the meaning by acting out the words. At the end of the lesson they will share and read to the class what makes a good citizen in Spanish.

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).

New Learning Objective**The Activity Will Occur During the School Day****Opening to the Parents/Guardians**

Students will be able to:

- Read and learn about MLK.
- Learn about famous African American inventors as part of 100 Day celebration
- Listen to and learn about famous African American musicians: Louis Armstrong, B.B. King, Ella Fitzgerald, etc.
- Learn the lyrics and sing "A Tisket, A Tasket"-Ella Fitzgerald

Yes

No

1st

Students will be able to:

- Read short biographies on different African Americans
- Research African American

Yes

No

inventors and display objects/drawings and a statement that illustrates the work of their inventor's contribution to society in a "Hall of Honor."

2nd

Students will be able to:

Yes

No

- Research the contributions of influential African Americans such as Harriet Tubman, Ruby Bridges, Jackie Robinson, Barack Obama and Frederick Douglass.
- Study the story of Amistad and research the following sources: Tanzania: The slave road from W. Tanzania to the Zanzibar Slave Market through photos Civil Rights-Harriet Tubman, Martin Luther King Jr., Rosa Parks, Ruby Bridges, Little Rock Nine, Nelson Mandela, Barbara Jordan, Thurgood Marshall
- Art - El Anatsui, Ghana
- Tinga Art, Tanzania, Masks, Nigeria
- Music - slave spirituals Literature: African American Writers and African folktales; Poetry

3rd

Students will be able to:

- | | | |
|--|-----|-----|
| • Develop a timeline of Black History. | Yes | No |
| • Make African masks to represent and honor their ancestors. (Parents invited 2/22 to the sharing of the stories/people behind the masks-African Writers' Celebration. | Yes | Yes |
| • Learn about Harriet Tubman and the Underground Railroad. | Yes | No |
| • Study the Jim Crow Era and learn about Civil Rights, using vocabulary words such as: liberty, freedom, protests, rights, etc. Learn about the 13th, 14th, and 15th amendments and study Brown vs. Bd. of Ed. and Plessy vs. Ferguson. | | |
| • Write essays based on MLK Jr.'s "I Have a Dream" speech, and learn the song "Lift every Voice and Sing." Explore the Harlem Renaissance, visit the Sugar Hill Children's Museum and view Faith Ringgold's artwork. Write poems influenced by the poetry of Langston Hughes, draw pictures like Jacob Lawrence, write short stories like Zora Neal Hurston, dance like Alvin Ailey, sing like Ella Fitzgerald, and watch videos of Bo Jangles, Louis Armstrong, Duke Ellington, and Cab Calloway. Research African American inventors and scientists and write reports. | Yes | No |
| • Culminating activity: Make a quilt of a favorite book/book covers from Black History. | | |
| • "Tour" the King Center website and view the actual draft of MLK's "I Have a Dream" speech. | Yes | No |
| • Continue to learn about MLK through several read alouds and independent | | |

readings. Create a MLK timeline and answer cause and effect questions.

- Choose an influential African American to research and write a biography about and then present the biographies throughout Black History Month.

Yes

No

Yes

No

Yes

No

4th

Students will be able to:

- Read articles and primary sources, analyzing them for meaning and structure. Articles will also provide vocabulary words.
- Study the historical context of the Civil Rights movement and the changes that were made as a result, including the desegregation plan for Montclair schools.
- Examine current events in terms of what changed since 1960s and what hasn't.
- Hold discussions about what Civil Rights means, how citizens can make changes and what changes still need to happen for an equitable society.

Yes

No

Yes

No

Yes

No

5th

Students will be able to:

- Provide a daily Morning Message for the school that will include quotes from various famous African Americans, then in class discuss the meaning of each quote during morning meetings. Students will then do a journal entry based on the quote.
- Engage in enrichment center activities such as reading articles and other activities that will allow the students to research African Americans that left a positive mark on society.
- Practice inferencing and vocabulary by answering task cards that include quotes from African American heroes.
- Research famous African American mathematicians and what they were known for, about their lives and what they discovered in the math world.

Yes

No

Yes

No

Yes

No

Yes

No

HILLSIDE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2019

In the school community

- Schoolwide Assembly: Premiere Dance Company will perform (Date unknown at this time).
- Month of February: Schoolwide Morning Announcements dedicated to African American/Black History Month.

In the classrooms

New Learning Objective	The Activity Will Occur During the School Day	Opening to the 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>Masuzzo: Students will research the life of an historical African American figure from one of several categories: Science, Math, the Arts (visual art, dance, music), Literature, Politics, etc. using both a cited book and internet source. Students will use the writing process to produce a "snapshot" page for inclusion on our class' timeline wall and a technology-based presentation of key ideas and facts. Students will present their slideshows to the class.*</p>	Yes	No
<p>Graham: Essential Question: Why is it important to recognize and celebrate the contributions and experiences of all cultures? Students will read a picture book showcasing the lives of athletes, artists, poets/writers, explorers, entertainers 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.</p>	Yes	No
<p>Scriffiano/Harris: Students will research the life of a 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 postboard of their historical figure, including a detailed full-color body, background, and timeline of at least 5 significant events or accomplishments. Students will "come alive" and perform their speech to the class.</p>	Yes	No

Morrisroe:

The students will complete a book report/research project on a famous African American. They have to pick a book on a notable African American person from history, and write a book report on them. Then, as part of their presentation they are creating "Living Biography Museum" poster to go along with their report. 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 25.

Yes

No

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:

Students in my pull out resource room ELA/SS class will be conducting an at home black history month research project. Students will select an influential African American to research and learn about. I will provide parents and students with kid friendly search engines. Students will create informational posters and timeline about their person's life and accomplishments. Students will also write a speech from the perspective of their figure. On Friday, March 1, students will present their timelines, posters, and deliver their speech to their classmates. Students will create and write word problems on their person. They will create a master bar graph indicating the number of awards their African American figure received. This will give students an opportunity to demonstrate their data interpretation skills.

Yes

No

4th

Murphy/Hart/Gomez:

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 as 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 activities highlighting the contributions of famous African- Americans from diverse walks of life, backgrounds, and time periods, including present day. Activities will include role plays, a gallery walk, creating a timeline, read alouds, discussions, 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

Yes

No

Traina/Mailman:

Students will select an African American role model to design and complete a Biography Clue Board. The person can be someone from the past who had a significant role in history or a current role model in society, such as an athlete, author, musician, dancer, or political leader. Students will research facts, write clues in first-person point-of-view, and create a poster. Information will presented to classmates.

Yes

No

Aumack/Tiwari:

Students will choose a person or group from a given list. Students will then complete research, including specific dates, awards, and events from their chosen person's life or group's history. Using this information, students will create a Facebook page poster with pictures, biographical information, and life events. Students will design their "facebook page" using at least 2 different kinds of polygons. They will be required to draw, name, and compare the different polygons that they will be using. The students will also need to make a section on their page to include a word problem relating to their influential person.

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 to the creation of our 2017-2018 Freedom Quilt, which will be placed in the hallway.

Yes

No

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. 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

Towery:

Technology students will engage in creating a Google Slide Presentation celebrating the contributions of important African Americans. Their presentations will include information about the person family, early life, education, notable accomplishments, hometown, and other interesting facts. *

Yes

No

Frankle:

Students will research important African Americans and their positive contributions to our country. They will complete a Gallery of Greats projects to be hung outside in the hallway. Additionally, they will study important Civil Rights events (Sit Ins, Little Rock Nine, Ruby Bridges, Selma, Montgomery Bus Boycott, etc.).

Yes

No

Frankle/Bostic:

Students will be researching and creating a famous African American Scientists Wanted Posters. We will be working collaboratively, integrating Writing and Science, celebrating important contributions of African American Scientists.*

Yes

No

Brantner:

Students will research influential African Americans and their positive contributions to our country. They will complete a Gallery of Greats projects to be hung outside in the hallway. The featured African Americans will be from Civil Rights Movement, STEAM, government, and arts.

Yes

No

Hart/Bongiovonni:

Students will be conducting a research project on African American scientists and inventors. In ELA, we will also be reading literature, such as Uncle Jed's Barbershop.

Yes

No

Aumack/Tiwari:

Students will choose a person or group from a given list. Students will then complete research, including specific dates, awards, and events

from their chosen person's life or group's history. Using this information, students will create a "Facebook page" poster with pictures, biographical information, and life events. Students will design their Facebook page using at least two different kinds of polygons. They will be required to draw, name, and compare the different polygons that they will be using. The students will also need to make a section on their page to include a word problem relating to their influential person.

Matthews/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.

Yes No

NISHUANE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2019

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 project 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.
- MLK Day of Service: On Jan 21, Nishuane students and their parents participated in Nishuane's Martin Luther King Day of Service in partnership with MESH. For the weeks prior to this day, food items designated by MESH were donated by families. At our day of service, children and their families sorted the food items that were (very generously) donated by the Nishuane community and MESH came to collect the food and also monetary donations. Children also participated in different learning centers lead by MESH and parent volunteers.
- In physical education, students will accurately detail about African American gymnasts, their stories, and when incorporating equipment, they will identify which gymnasts competed on that particular equipment and their accomplishments in this event.
- 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 Jonny Moore.
- In Drama Class, students will create tableaux (frozen pictures with their bodies) to depict important historic scenes depicting the life of Dr. Martin Luther King.

In the classroom rooms

K

New Learning Objective	The Activity Will Occur During the School Day	Opening to the Parents/Guardians
• Students will be able to write, draw, and label at least two facts about Harriet Tubman and the Underground Railroad.	Yes	No
• 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 where in Africa each folktale	Yes	No

- originated.
- Students will research different African Americans in class and then during writing will write a fact/research piece.

Yes

Yes

1st

- 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.
- 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. Students will also learn about the importance of persevering. Students will also have an opportunity to act out the stories they read.
- Students will share discovered facts they choose from the African American open choice library of independent reading and read alouds and stories as partners and/or teams.
- 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.
- 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.
- Students read an article written

Yes

No

Yes

No

Yes

No

Yes

No

Yes

No

by Yolanda King, granddaughter of Dr. King, explaining why her grandfather was a hero and complete a comprehension response about article.

Yes

No

- 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.
- 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

Yes

No

2nd

- 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)
- 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

Yes

No

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
• 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
• 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
• Students will document similarities and differences in texts after reading <u>The Drinking Gourd</u> and <u>Follow The Drinking Gourd</u> .	Yes	No
• Students will recall important biographical information about African Americans by participating in an annual "Black History Jeopardy Game."	Yes	No
• Students will create a booklet by compiling essays, worksheets, notes, illustrations, and assignments in relation to important and influential African Americans.		

NORTHEAST SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2019

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, sponsored by the PTA, was entitled, "Living the Dream." It 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. At the end of January and as we officially begin the celebration of Black History Month, the PTA is sponsoring a whole school assembly, Queen Nur African Storyteller. Students will hear about lessons of heroes and heroines throughout the Civil Rights movement and about African American scientists, Harlem Renaissance artists and more.

Throughout Black History Month, students will also be participating in a variety of learning activities in their related arts classes as well as in their regular classes. For example, in all art classes, students designed a feather using their creative energy to celebrate Martin Luther King's birthday. The feathers will come together to create a schoolwide pair of wings that symbolize "soaring to great heights." During February, the conversation will continue with all grade levels. Students will look at the works of famous African American artists, such as Jacob Lawrence, Romare Boarden, Alma Thomas, Clementine Hunter and William H. Johnson, and will create art projects inspired by their work.

- 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 create a Google slideshow using information about three African American Inventors.
 - 4th Grade: Students will create a fake Instagram page for 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 "Sing About Martin" 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 songs from Nigeria and will connect the musical influence of West Africa to African American music and culture.
- 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 hockey station (shooting, dribbling, small game, defense, and exercises) 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.
 - Mari Copeny, 10, brought national attention the Flint, Michigan water crisis.
 - Nyeeam Hudson, 12, offers support to victims of bullying in person and on social media.
 - Marley Dias, 13, works to promote diversity in reading, especially stories with black girls
 - Grace Dolan-Sandrino, 17, (@graceadvocates), has become a nationally-recognized advocate for LGBTQ youth of color.
 - Yara Shahidi, 17, an actress, is a strong advocate for diversity in Hollywood and girls' education across the country.
 - Tony Weaver, 23, works to correct the misrepresentation of young men of color in media.
 - Malcolm Mitchell, 24, after winning the Super Bowl, founded the Read with Malcolm Youth Literacy Initiative.
- In Global Studies, Africa will be the focus of study. Second graders will learn about Nigeria. We will be reading “Chidi Only Likes Blue” by Ifeoma Onyefulu. The story honors the different colors that are used to represent Africa. We will also be learning about the Yoruba tribe from Nigeria. 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 the classroom rooms

K

New Learning Objective

The Activity Will Occur During the School Day

Opening to the Parents/ Guardians

Kindergarten students read mini stories for Black History Month about famous African Americans. We complete a Scholastic News, we put together small books on Ruby Bridges and Dr. Martin Luther King. We write about what the students' dreams are in their lives. Biographies of famous African Americans will be shared at story time.

Yes

No

1st

The first grade will be learning about Dr. Martin Luther King through educational videos from Scholastic and Brain Pop Jr. They will be reading a Scholastic magazine that highlights the ways in which Dr. Martin Luther King created a positive change in our country, and apply that knowledge to discuss and practice kindness in their own lives. In addition, they will be creating a peace sign that will ask them to highlight a dream they have for their families, school, friends, and the world. After that, they will expand on one of those "dreams" in a writing piece. Finally, they will be writing a letter to Dr. King that talks about why they admire him.

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. poem to be recited at schoolwide 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

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

Yes

No

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 an 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

4th

All 4th grade students will be researching a notable African American, write an essay and create a poster on that person. Finally, the students will "become" their person and present information on them during the Wax Museum held on Feb. 28.

Yes

Yes

As a group, 4th gr. 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 accompanying pictures are hanging outside our classroom for all to see.

Yes

No

4-V will sing and sign "A Beautiful Day" by India Arie for the MLK assembly.

Yes

No

4-V will also be reading a book on the smart board by Riley Flynn called Martin Luther King, Jr.

Yes

No

4-V will also compete as teams in the classroom on the "Black Americans of Achievement Game" throughout the month.

Yes

No

4-J is performing a MLK rap song for the MLK Assembly.

4-A read and analyzed the poem "Still I Rise" by Maya Angelou, which they have memorized and will be reciting at our MLK assembly.

Yes

No

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 also memorized parts of Dr. King's speech to present to the Northeast School community. They did an absolutely fabulous job. All of their effort and practice paid off. It was moving!

Yes

No

Black History Month

Throughout the month of February, student 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.

Yes

No

With this picture book students will tap into their creativity to write what they perceive is happening in the story.

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

2019

In the school community

Every January, students participate in our annual MLK Day assembly. The assembly consists of music, dance, poetry, dramatic skits and written essays that are read to the school community by its author. The assembly also contains an element of multimedia presentations along with guest speaker, Mayor Robert Jackson.

February brings the celebration of African American History with an all-school celebration. The celebration consists of music, dance, poetry, dramatic skits and written essays that are read to the school community by its author. The assembly also contains an element of multimedia presentations along with a guest speaker.

In the classroom rooms

K

New Learning Objective	The Activity Will Occur During the School Day	Opening to the 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, Watchung Library, or Nishuane Library (as provided by Mrs. Arnold and first grade teachers.)

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 power point 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?)

Yes

No

Students will learn about Black History and Jazz in the United States, (Harlem Renaissance), in order to make connections while reading the book Bud, Not Buddy. Students will listen to and learn about Jazz icons that include Louis Armstrong, Ella 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

Yes

Yes

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.'

Art

Faith Ringgold - artistic expression of self. Gender identity and intersectionality with

racial identity and how her personal narrative converge into her art.

Tech

Kindergarten will be learning about several influential African Americans through age-appropriate videos and books. Students will then be lead 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

2019

In the school community

Buzz Aldrin Middle School (BAMS) students will view the film “The Other Boys of Summer” with a panel discussion to follow. The film is a documentary about racism, segregation and Civil Rights in America, told through the lives of the Negro League baseball players.

We will have daily quotes and announcements about influential African Americans during homeroom each morning. Our Social Studies Department (Teachers Persad, Eden Mintz, Cunado, Reissig, and Turner) will organize a month-long African American History Trivia contest. Each morning, students will hear clues about an important African American historical figure. At the end of the month students will participate in a trivia contest based on the clues students received throughout the month.

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) and Toni’s Kitchen.

In the classroom rooms

6th

New Learning Objective

The Activity Will Occur During the School Day

Opening to the Parents/Guardians

Jennifer Kosuda (6th, 7th, and 8th)

Students will read a variety of short stories, novels, poems, and quotes written by African Americans. Eighth graders will also continue to learn about the Harlem Renaissance and explore literary contributions of influential figures during that time period.

Yes

No

Jacqueline Brower (Science) 6th and 7th

Black History Month Breakout - This activity challenges House 2 students to research, think critically, and work collaboratively to solve the Four different clues to break out of the box. Students will walk away with a better understanding of the courage, determination, intelligence, and talent of many African Americans who led this nation in discoveries, inventions, and Civil Rights. The goal was to not only mention well-known names such as Thurgood Marshall, Barak Obama, and Oprah Winfrey, but to also learn about other important people that may not have been studied as much, such as Marva Collins, Benjamin Banneker, Garrett Morgan, Patricia Bath, Charles Drew, and plenty more. In addition, students will read and analyze a short article by Dr. Martin Luther King, Jr.

Yes

No

Webquest - Students will complete a webquest on different African American Scientists and Inventors. This webquest serves to highlight accomplishments of the men and women in the field of science. Students are directed to five websites to find and synthesize information about the scientists. Some activities have exact information for students to fill out,

while others give students choice.

Maria McDonald (ELA) 6th and 7th

Yes

No

House 5 students will be reading and researching contemporary African American writers; they will be analyzing the experiences and perspectives.

Jessica Eden Mintz (Social Studies)

Yes

No

House 2 students will be introduced to the biography of Langston Hughes and will read the poem "Dreams." They will have a class discussion, breaking down the poem's message, metaphors, rhyming words, and tone. Students will then write their own dreams in the form of a poem, using message, metaphor, and tone. Students will have the opportunity to share their poems if they wish and will then write one of their own dreams on a class-created poster.

Ray Savoie (Greenhouse) 6th, 7th, 8th

Yes

No

Students will examine how some farmers in Africa have discovered a way to increase crop production.

Fran Legman (Digital Photography) 6th, 7th, 8th

Yes

Yes

Students will study and view a slideshow of photos of four African American photographers. - Gordon Parks, Carrie Mae Weems, James Van der Zee and Wilda Gerideau. Students will discuss their work in the context of the time(s) and place(s) they took these photos.

Alexandra Woody (French) 6th and 7th

Yes

No

Students will become familiar with the many French-speaking nations and regions of African descent through work with maps, a francophone world slideshow, and brief cultural readings.

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)

Yes

No

House 4 sixth grade students will learn about the Montgomery Bus Boycott of 1955-1956. This event is regarded by many to be the 'birth' of the modern Civil Rights Movement. Additionally, students will explore the role that MLK played in this event and how he emerges as the preeminent voice of the Civil Rights movement as a result of his leadership during the boycott.

Bonnie Khan 6th, 7th, 8th

Yes

No

Students will watch "A Time for Justice" and talk about how the Civil Rights Movement changed the United States. In addition, students will read about famous African Americans and answer comprehension questions.

Pamela Harriott (Beginning Spanish)

Yes

No

Sixth grade students have been reviewing the capitals of Spanish speaking countries and where they are located geographically. During African American History Month, the students will view and discuss the following presentations, "Populations of African Origin in Latin America: The Third Root of Latin America" and Afro Latinos.

Alvina Babu (Science)

Yes

No

In House 5, sixth graders will be studying African American scientists who have contributed to advancements in science. Students will be designing word clouds associated with their scientist that highlights the achievement of the scientists, engineers, mathematicians and influencers. Students will also be researching about the specific challenges many of these thinkers had to face as they made advancements in their careers.

Joseph Turner (Social Studies)

Yes

No

House 5 students will learn about the life and legacy of Ruby Bridges. In 1960 Ruby Bridges was the first African American girl to attend an all-white elementary school in Louisiana. Students will view the film "Ruby Bridges," analyze the impact of integrated public schools and discuss the challenges faced by Ruby Bridges.

June Thompson (French)

Yes

No

Students will become familiar with the French speaking countries in Africa by filling in a map of the French speaking countries.

Sharon Chambers (Social Studies) 6th, 7th, 8th

Yes

No

Throughout Black History Month, students will watch a video of five different African American political figures. A brief discussion will occur after the video, followed by an activity (affix the image/write-up of the political figure to one side of a cubed tissue box). By the fourth week, each side of the cube will be covered with an image/write-up of a political figure.

Alecia Wells (Technology/Movie Magic) 6th, 7th, 8th

Yes

No

During our instructional unit on animation, students in Movie Magic will be introduced to several African American animators who have had an impact on the industry. This includes animators like Floyd Norman, who at 91 years old was Disney's first African American animator. Students will use their knowledge gained in the area of animation (including the contributions of African Americans to this field) to create an electronic timeline of the "History of Animation."

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.

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

Yes

Yes

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

7th

Shivan Persad (Social Studies) 7th and 8th Grade

Yes

No

House 1 seventh and eighth grade students will conduct research about contemporary influential African Americans. These individuals will be selected from various categories such as authors, intellectuals, artists, entrepreneurs, politicians, and government officials. Students will create a digital quilt square about their selected individual. Students have learned about the history and traditions of African American quilting. Students will write a biographical essay based on the research they conducted. Students will present their completed quilt square to the class during African American History Month.

Jessica Eden Mintz (Social Studies)

Yes

No

House 2 students will read and dissect a speech by Dr. Martin Luther

King, Jr. Students will research and then choose another speech by an African American that inspires and resonates with them. They will dissect the speech, and then will create a piece of art that is inspired by a chosen quote (a painting, collage, clay model). They will present their speeches and projects to the class.

Stephanie Savoia (ESL) 6th, 7th, 8th	Yes	No
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Students will choose an African American individual from one of the STEAM areas to learn about and create a prop related to that person's life and/or career. The prop will include information learned about that person and will be shared with the class.

Brian Cunado (Social Studies)	Yes	No
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House 3 Social Studies classes will be covering major events/individuals that led to the Civil Rights Movement of the 20th Century.

Jeff Lawton (Science) 7th and 8th	Yes	No
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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 (Art/Homeroom)	Yes	No
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Students will be watching "The Express-The Ernie Davis Story" and discussing concepts regarding racism and segregation.

Charlie Poris (Study Skills)	Yes	No
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Students will read an informational text article (via NewsELA) on Freedom Day when 225,000 students in 1963 protested segregation in the Chicago school system. Students will read as a class, then respond to comprehension questions on the article. Additionally, African American History Month assignments/projects in the students' General Education classes will be supported and worked on in Study Skills.

Joseph Turner (Social Studies)	Yes	No
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Students will learn about the life, leadership and legacy of Rev. Dr. Martin Luther King, Jr. Students will focus on the march from Selma to Montgomery, Alabama and the passage of the Voting Rights Act of 1965. Students will view and analyze the film, "Selma" and analyze primary sources related to the film.

8th

Tara Berger (Science)	Yes	No
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Eighth graders in House 3 will watch a documentary about the Nobel Prize winning chemist, Percy Julian. Students will then write a biography about Percy Julian.

Brian Cunado (Social Studies)	Yes	No
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House 3 students will be covering the major events of the Harlem Renaissance and the Great Migration of the 20th Century.

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.

Atara Bernheim (ELA)

Yes

No

Biographical Storybooks: House 3 students will read about an African American person of interest and construct storybooks demonstrating their obstacles and successes. When the storybooks are due, all students will share and read their books aloud to the class.

GLENFIELD MIDDLE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2019

In the school community

On Thursday, January 31, Glenfield hosted its annual Dr. Martin Luther King, Jr. assembly. This year our theme is "Glenfield Then and Now." The annual Dr. Martin Luther King, Jr. assembly is coordinated by a committee of teachers which is led by Ms. Margaret Whitsett. This year's event will include both adults and students who will be treated to speeches, musical and dance performances. Mayor Robert Jackson will serve as our keynote speaker. He is a graduate from Glenfield, Princeton University and Harvard University School of Business. Mayor Jackson is also the first mayor to be re-elected in the history of Montclair. Mr. Gill will also share a childhood story called "The Chair." This personal reflection about his first experience with racism and segregation. A highlight video of the assembly will be posted to the Glenfield Middle School website.

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 8 during Social Studies classes.

Beginning in the early 1990s and for the past 15 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 15 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
Michele Lofrano and Michelle Fruhschien (ELA) Students will be reading <i>The Watsons' go to Birmingham</i> . This novel will give students the opportunity to read about racism and segregation in the South through the lens of a child.	Yes	No
Daniel Blodgett (Social Studies) Students will study the concept of Reparations and make connections to modern day social services and economic disparities.	Yes	No
Deborah Grasso (Math) March on Washington Math Analysis Students will find a way to represent the 250,000 people using chips on a map. Each chip will represent a specific amount people in the Mall in Washington where Dr. King's speech was given. This project also serves as an introduction to data analysis.	Yes	No

7th

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
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
Frances Aboushi (Social Studies) Students will be examining the African American pioneers who laid down the foundations to American culture and served as platforms for change. Students will conduct this study using articles and videos.	Yes	Yes
Daniel Gill (Social Studies) In conjunction with some of the parents, students will experience the "Remember the 400 Visual Presentation." Over the last 400 years, the descendants of those Africans that first came to the Americas have made invaluable contributions to American society. The goal is to portray some of the many achievements the descendants of those Africans have achieved over the past 400 years.		

8th

Syreeta Carrington (Social Studies) Students will prepare and perform a mock trial based on the Amistad captives' struggle for freedom.	Yes	No
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
Peter Ramiccio (ELA) Students will be reading selected poems by Langston Hughes and Paul Lawrence Dunbar. Students will then learn to model narrative style using these poets as inspiration.	Yes	No

RENAISSANCE MIDDLE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2019

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	Opening to the Parents/Guardians
<u>Ms. Jordan's Sixth Grade ELA Activities and Projects to celebrate Black History Month</u>		
<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 of 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

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No

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Yes

No

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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

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Yes

No

Essential Question:

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Yes

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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.

MONTCLAIR HIGH SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2019

In the school community

For the **first time in over 10 years**, Montclair High School will engage their students in a schoolwide assembly, hosted by the Black Student Union, celebrating African American culture, heritage and accomplishments. **All students will witness this magnificent production.**

In the classroom rooms

Science Department

New Learning Objective

The Activity Will Occur During the School Day

Opening to the Parents/Guardians

Anatomy & Physiology Students participate in a group presentation on a person of color who was influential in science or medicine. Students get to choose the individual, living or deceased, that they present on. Students collaborate together through Google.

Yes

No

STEM will be having the students design "awards" to recognize the achievements of black scientists/inventors in their fields. Students will create an award and present to the small learning community the accomplishment and journey of each historical figure.

World Language

French Level IV, will watch "Sugar Cane Alley," a movie adapted from the book by Joseph Zobel, which describes the life of a young boy growing up in the French colony of Martinique in the 1930s, in the sugar plantation with his grandmother, learning from a wise village elder about the lives of slaves and using education as his way out of his current position.

Students will watch the movie and use a study guide as they study the characters and their relationships as well as the themes and certain key scenes.

Special Education

Special Education Math teachers will engage students in research and project based learning centered on African American Mathematicians.

MHS self-contained LLD class will complete a

variety of activities including the following:

Viewing segments from the documentary collection - *Black History A Retrospective* (this includes people and events)

A series of Black History online fact identification factors

Creating a collage reflective of Romare Bearden's style

Writing a poem or rap about a black America

Reading poems and short stories about or by black Americans

Learning about famous black mathematicians and their contributions

Students exploring about Black History and Montclair's place in history.

Ms. Castaldo and Ms. Zellway's class are coming together to create a collaborative poster finishing up as nice sized mural which will be displayed as an installment in the main building. This collaborative poster will highlight history and accomplishments of African American figures.

English Language Arts

AP Literature - Teaching Toni Morrison's novel, Beloved, during Black History Month. The novel deals with the effect of slavery and the Fugitive Slave Law on one family and one community. During our study we will be recalling our summer reading text, Colson Whitehead's Underground Railroad, which deals with similar themes.

Essay and Skill Development - View a video on life in Birmingham leading into MLK going there. We then read and annotated "The Time of the Whale" outlining life in the south in the early 60s and "Letter from Birmingham Jail." Each student then puts together a four-sentence Rhetorical Precise outlining MLK's intentions.

Film and Literature - showing and discussing two films by Spike Lee. First, we will view the documentary *4 Little Girls*, which focuses on the

Birmingham Church Bombing. Then we will watch
one of his feature films, *Do the Right Thing*.

Center for Social Justice Students

The Student Creative Challenge: Black Lives Matter