

K-12 Holocaust/Amistad/LGBTQ Crosswalk
Piscataway Township Schools

Holocaust

Curricular Goal: Promote Holocaust/Genocide education and awareness across the K-12 continuum

Amistad

Curricular Goal: Ensure that African-American history, contributions and experiences are adequately taught across the K-12 continuum.

K

SS Unit: Unit 4: **Individuality & Diversity; Respecting the Environment & World.** Students will understand that even though people can be alike or different from them – they are still valuable members of our society. Diversity can be and should be welcomed and celebrated. Students can demonstrate respect of their environment and the world by caring for and conserving its resources. Students will learn that rules and laws are important to maintain safety and order in our homes, schools, community and world. This is necessary to ensure that the rights of every individual in our society are protected and a healthy environment will be established and maintained for everyone to enjoy. Books: **We All Have Value -A Story of Respect** (Mai Schuh), **All Are Welcome** (Alexandra Penfold & Suzanne Kaufman), **Howard B. Wigglebottom Learns We Can All Get Along** (Howard Binkow/Reverend Ana) , **Building Character: Being Fair** (Penelope S. Nelson), **My Food, Your Food** (Lisa Bullard), **My Religion, Your Religion** (Lisa Bullard)

SS Unit: Unit: African American contributions. Students will read and discuss stories connected to prominent African American figures and their contributions to society. Books: **I am Martin Luther King Jr.** (Brad Meltzer), **My First Biography: Martin Luther King, Jr.** (Marion Dane Bauer), **Let's Read about Ruby Bridges** (Grace Maccarone), **Dr. King's Memorial** (Reading A-Z- Level H), **A Picture Book of George Washington Carver** (David A. Adler), **I Am George Washington Carver** (Brad Meltzer), **Mae Among the Stars** (Roda Ahmed)

ELA: The Reading and Writing Workshop units of study that make up our Kindergarten curriculum emphasize student choice and independence. Besides incorporating diverse books into classroom libraries for independent reading, diverse mentor texts for the explicit instruction of reading and writing are incorporated throughout the year. Some text examples include **So Much Cake, A Big Moon for Little Star, Thank You, Omu.** In our writing units, students have choice of topics, so our students are writing about and sharing their lives, thoughts, and experiences.

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SS Unit: UNIT 4: U.S. History: America in the World - History, Culture, Perspectives: In this unit, students will learn that individuals and families have unique characteristics and that there are many different cultures within the classroom and community. Students will understand that immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. Students will study key historical events, documents, and individuals and how they led to the development of our nation. Books: -**All Kinds of Families** by Norma Simon

SS Unit: Slavery: Students are encouraged to talk about the meaning of freedom. 1.A Being free means being able to choose what your life looks like without interference from others. 1.B People and institutions have the ability to restrict freedom by using power to make rules and punishment to make people obey them. People also restrict freedom by intimidating people into acting in certain ways or into not doing certain things. 1.C Everybody wants to be free, but some people have more freedom and privileges than other people. 1.D Equality means that the same freedoms are held by all people, regardless of their individual or group identities. 1.E Equity is when people have what they need to be successful regardless of their identities. 1.F People often make rules to serve their own interests. This means that sometimes rules are unfair, but people can work to change them. Resources: TEACHING HARD HISTORY A FRAMEWORK FOR TEACHING AMERICAN SLAVERY by TeachingTolerance.org, located at <https://www.tolerance.org/sites/default/files/2019-11/Teaching-Hard-History-American-Slavery-Framework-K-5.pdf>

ELA: The Reading and Writing Workshop units of study that make up our Grade 1 curriculum emphasize student choice and independence. Besides incorporating diverse books into classroom libraries for independent reading, diverse mentor texts for the explicit instruction of reading and writing are incorporated throughout the year. Some text examples include **The Day You Begin**, **The Name Jar**, and **Tumbleweed Stew**. In our writing units, students have choice of topics, so our students are writing about and sharing their lives, thoughts, and experiences.

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SS Unit: UNIT 1: U.S. History: America in the World – Civics, Government, and Human Rights: In grade 2, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Books/Lessons: **These Hands** by Margaret H. Mason- Lesson Guide

<https://www.teachervision.com/literature-guide/these-hands-teachers-guide>, **Martin's Big Words** by Doreen Rappaport-

Lesson Guide <https://www.rif.org/literacy-central/book/martins-big-words>, **Hope's Gift** by Kelly Starling Lyons- Lesson Guide

<https://www.penguin.com/static/images/yr/pdf/CCSSIHopesGift.pdf>. Website: NJ Amistad Commission Units

<http://www.njamistadcurriculum.net/history/units>

SS Unit: Slavery: Students are encouraged to talk about the fact that slavery is when a person owns another person as property.

2.A “Enslaved person” is preferable to “slave” because a person is not a thing. 2.B Slavery has been allowed in many

societies throughout human history and was legal in what is now the United States for hundreds of years. 2.C The main

purpose of enslaving people is to make money. Enslaved people rarely earn money for their work. 2.D Many kinds of people

can be enslaved, including children. 2.E When people are enslaved, they do not have freedom. Their enslavers control their

actions and can say where they move, what job they do, what food they will eat, what clothes they will wear, whom they will

live with, whether they can go to school and many other parts of their lives. Resources: TEACHING HARD HISTORY A

FRAMEWORK FOR TEACHING AMERICAN SLAVERY by TeachingTolerance.org, located at

<https://www.tolerance.org/sites/default/files/2019-11/Teaching-Hard-History-American-Slavery-Framework-K-5.pdf>

ELA: : The Reading and Writing Workshop units of study that make up our Grade 2 curriculum emphasize student choice and independence.

Besides incorporating diverse books into classroom libraries for independent reading, diverse mentor texts for the explicit instruction of

reading and writing are incorporated throughout the year. Some text examples include **Katie Woo Has the Flu**, **Happy Like Soccer**, **The**

Stories Julilan Tells. In our writing units, students have choice of topics, so our students are writing about and sharing their lives, thoughts, and experiences.

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SS Unit: Unit 3, *History, Culture and Perspectives*, is aligned with the New Jersey Learning standards and supports the student in acquiring the skills to think analytically about how past and present interactions of people, cultures and environment shape the American heritage. Emphasis is given to Native American tribes from New Jersey, namely the Lenni Lenape tribe. Resources: Lenni Lenape Unit: 4msandmeier.weebly.com > lenni-lenape

ELA: The Reading and Writing Workshop Units of Study curriculum emphasizes student choice and independence. Besides incorporating diverse books into our classroom libraries for the independent reading that is key to the curriculum, diverse mentor texts for the explicit instruction of reading and writing are incorporated as well. Some sample texts include **Make Way for Dyamonde Daniel, Come on Rain, Indian Shoes, Because of Winn Dixie**...In the writing units, emphasis is placed on student choice of topics, so our students are writing about their lives and thoughts and bringing their experiences into the classroom. One of the writing units is a social issues unit in which students choose their own social issues to read about and write about.

SS Unit: Unit 3, *America in the World-Civics, Government, Human Rights*, focuses on preparing students to be active and responsible citizens in the American democratic republic. This study emphasizes the rules, laws and structure for decision-making and the ongoing need to balance individual rights and public needs. Books: **Good for Thurgood** by Marvin Bird, **Barack Obama** by R.K. Burrice, **Up From Slavery** by Booker T. Washington, Website: NJ Amistad Commission Units <http://www.njamistadcurriculum.net/history/units>

SS Unit: Slavery: Students are encouraged to talk about the fact that enslaved indigenous people and Africans came from nations with diverse cultures and traditions and that they continued many of these traditions while enslaved.

3.A Indigenous peoples have always governed their own nations in the lands that are now the United States.

3.B Europeans enslaved millions of Indigenous people when they invaded the Americas. Other Indigenous communities were attacked through warfare, diseases, land dispossession and forced assimilation. 3.C The rich cultures of Indigenous people persisted despite the colonial invasion. Many people are working to support the resurgence of Indigenous languages and ways of seeing the world. 3.D Africa is a continent that has always been home to many people, nations and cultures.

3.E Millions of people were brought against their will from Africa and enslaved in the Americas. 3.F Enslaved Africans brought skills, food, music, clothing, language and religious practices with them to the Americas, a cultural heritage that is still with us in our daily lives. Resources: TEACHING HARD

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4	<p>SS Unit: <i>Unit 4: History of New Jersey</i>, addresses the history and plight of the Lenape Indians as it relates to New Jersey. Examinations of the tribal right to land and freedom are discussed, as well as the systematic killing and forced migration of tribes. Books/Resources: District-created Social Studies Techbook Discovery Education Film Excerpts- www.discoveryeducation.com</p> <p>ELA: The Reading and Writing Workshop Units of Study curriculum emphasizes student choice and independence. Besides incorporating diverse books into our classroom libraries for the independent reading that is key to the curriculum, diverse mentor texts for the explicit instruction of reading and writing are incorporated as well. Some sample texts include <u>American Born Chinese, After Peaches, Birthday Blues, Half and Half, Ghetto Cowboy, Seaglass Summer</u>...In the writing units, emphasis is placed on student choice of topics, so our students are writing about their lives and thoughts and bringing their experiences into the classroom.</p> <p>In our Historical Fiction reading unit, our students will read <u>Number the Stars</u> and other Holocaust related texts.</p>	<p>HISTORY A FRAMEWORK FOR TEACHING AMERICAN SLAVERY by TeachingTolerance.org, located at https://www.tolerance.org/sites/default/files/2019-11/Teaching-Hard-History-American-Slavery-Framework-K-5.pdf</p>
	<p>SS Unit 4: History of New Jersey- Students explore and discuss that slavery was an institution that began as a source of labor. The unit also discusses that there was a belief that the white race was superior and that belief fed the longevity of slavery. The unit spotlights the identification of the many injustices that the slaves endured, which leads to a better understanding of slavery. The unit culminates with the movement to permanently end slavery forever changed history in the United States. Discussions of African-American history centers on how discrimination, prejudice and racism arise and how can they be eliminated to create a nation of equality and justice for all Websites: • History.com: Slavery in America http://www.history.com/topics/black-history/slavery</p> <ul style="list-style-type: none"> • Teaching With Documents: The Amistad Case http://www.archives.gov/education/lessons/amistad/ • Slavery and the Making of America http://www.pbs.org/wnet/slavery/ • Harriet Tubman Web Hunt: Leading the Way to Freedom http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm • Compare Two Worlds: North vs. South 1861 http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm • The Underground Railroad Teacher’s Guide http://www.scholastic.com/teachers/lesson-plan/teacheractivity-guide-underground-railroad • Collection of Slave Narratives http://memory.loc.gov/ammem/snhtml/snhome.html • Civil War Map http://mrnussbaum.com/flash/newciv.swf 	

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More 4th and 5th Grade resources:

Other Book Lists

<https://www.bcala.org/booklists> - A book list from the Black Caucus American Library Association.

<https://socialjusticebooks.org/booklists/black-history/> - A book list from the Social Justice Books project including titles about Black History.

<https://socialjusticebooks.org/booklists/civil-rights-teaching/> - A book list from the Social Justice Books project including titles about Civil Rights.

Additional Resources

Amistad Commission Interactive Curriculum:
<http://www.njamistadcurriculum.net/> - A database of resources created by the NJ Amistad Commission (*Note: you will need to

- Civil War to Civil Rights Timeline
<http://ngm.nationalgeographic.com/2012/05/civil-war-sketches/civilrights-timeline>
- Interactive Maps: The Civil War
http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/civil_war.swf
- Civil War Soldiers
<http://www.nps.gov/webrangers/activities/civilwar/civilwar.swf>
- Harriet Tubman
<http://www.professorgarfield.org/KBKids/video/kbs3076.swf>
- Interactive Timeline: The Civil War
<http://www.nps.gov/webrangers/activities/civilwar/civilwar.swf>
- Emancipation Proclamation Original Document
<http://www.archives.gov/historical-docs/doccontent/images/emancipation-proclamation.pdf>
- Emancipation Proclamation Original Text and Analysis
http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/

Books/Resources: District-created Social Studies Techbook, NJ Amistad Commission units:

<http://www.njamistadcurriculum.net/history/units>

Teaching Hard History A K–5 FRAMEWORK FOR TEACHING AMERICAN SLAVERY

<https://www.tolerance.org/sites/default/files/2019-11/Teaching-Hard-History-American-Slavery-Framework-K-5.pdf>

Discovery Education Film Excerpts-

www.discoveryeducation.com

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register for an account to access these resources.*)

[Diverse BookFinder | Identify & Explore Multicultural Picture Books](#) - A database of children's picture books featuring BIPOC (Black and Indigenous People of Color).

<https://socialjusticebooks.org/booklists/> - Books lists for a variety of social justice topics.

[Diverse Classroom Libraries for K–6 Students](#)

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SS Unit: *Unit 2: Native Americans*, helps students to understand that people have lived in North and South America for many thousands of years. The land bridge theory is one idea about how people first arrived. About 5,000 years ago, people began farming in the Americas. In Central America, civilizations were forming about 3,500 years ago. Native Americans adapted to their environment and found ways to survive using the natural resources of each region. The Eastern Woodlands and Northwest Coast peoples found food in the forests and used trees to make homes and tools. Plains Indians relied on buffalo or farming. Arctic people had to adapt to a cold land. They hunted seals and whales. In the Southwest and the West, people hunted and farmed. As settlers from Europe

SS Unit: *Unit 4: Building the First Colonies*, addresses the hardships of enslaved peoples of the first colonies. Students have the opportunity to discuss the first migration of enslaved African people to the Americas.

SS Unit: *Unit 10: Civil War and Reconstruction*- In this unit, students discuss that slavery existed mostly in the South and was the cause of worsening division between the North and the South. There was hardship and misery that African Americans faced as enslaved people. There is analysis of how during this time period many abolitionists attempted to end slavery. Many women abolitionists also worked for women's rights. Citing legal decisions, students discuss how the Dred Scott decision affected African Americans and the nation. From a national standpoint, the unit keys in on feelings

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came to the Americas, many tribes were eliminated and/or displaced from their land.

Books/Resources: [The Earliest Americans](#)The National Park Service asked the Society for American Archaeology to lead an initiative to nominate archeological sites as National Historic Landmarks. This website highlights historic contexts related to Early American archeological sites for regions east of the Mississippi.

[First Nations Histories](#)- Provides a geographic overview of First Nation (Indian) histories as well as a location list of native tribes in the United States and Canada. Has a search function as well.

[Native American Documents Project \(Cal State\)](#)- This project was begun in 1992 by Prof. E.A. Schwartz to develop methods for making documents of federal Indian policy history accessible by computer. This site includes a number of indexes and explanatory articles as well as a search engine.

[Native American Links](#)-The Native American Links is a collection of Native American literature, history, and art resources; this anthology has been designed for college-level world cultures or civilizations courses, but is meant as a resource for educators and individuals of all levels.

[The West \(PBS\)](#)- A worthwhile supplement to Ken Burn's documentary. Has a timeline, glossary, biographies, a photo

of sectionalism led by the political, legal, and social controversies surrounding the expansion of slavery ended the feeling of national unity. Also noted in this unit was discussion of the fact that African Americans fought in the Civil War.

Books/Resources: District-created Social Studies Techbook, NJ Amistad Commission units:

<http://www.njamistadcurriculum.net/history/units>

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Discovery Education Film Excerpts-

www.discoveryeducation.com

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gallery, maps, documents, and more. A great general site on the West and Native Americans in the West

Discovery Education Film Excerpts-
www.discoveryeducation.com

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More 4th and 5th Grade Resources below:

LGBTQ Book Lists

[15 LGBTQ History Books to Share with Kids During Pride Month](#) - A book list from We Are Teachers. Middle Grade titles include:

- *The Gay Rights Movement* by Eric Braun

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- *Pride: Celebrating Diversity & Community* by Robin Stevenson
- *Queer Heroes: Meet 53 LGBTQ Heroes from Past and Present!* By Arabelle Sicardi
- *Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights* by Jerome Pohlen
- *Stonewall Riots: Coming Out in the Streets* by Gayle E. Pitman

[Great Books on LGBTQ History for Kids](#) - a book list from Welcoming Schools.

<https://socialjusticebooks.org/booklists/lgbtq/> - A book list from the Social Justice Books project including titles about LGBTQ history.

<https://socialjusticebooks.org/booklists/early-childhood/gender/> - A book list from the Social Justice Books project including titles about gender identity.

[LGBTQ Family/Friendly Books](#)- A list of picture books

Disability Book Lists

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[Children's Books: Portrayals of People with Disabilities](#) - A database of books about or having to do with people with disabilities.

[Disability Awareness for Children Pre-K through Sixth Grade - National Library Service for the Blind and Print Disabled \(NLS\)](#)

<https://socialjusticebooks.org/booklists/disabilities/> - A book list from the Social Justice Books project including titles about individuals with disabilities.

Helpful Websites and Resources

- HRC - <https://www.hrc.org>
The HRC is the largest national lesbian, gay, bisexual, transgender and queer civil rights organization.

- PFLAG – <https://pflag.org>

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PFLAG is the nation's largest family and ally organization. PFLAG is the first and largest organization for LGBTQ+ people, their parents and families, and allies.

- **ADL Pride Month and Education Resources**

<https://www.adl.org/education/resources/tools-andstrategies/lgbtq-pride-month-and-education-resources>

If you are looking for resources to use in the classroom at a variety of levels, the ADL does offer lesson plans on different LGBTQ+ topics

- [A Guide to Supporting Lesbian, Gay, Bisexual, Transgender, and Queer Students in Your School](#)
- Social Justice Books Boolists:
<https://socialjusticebooks.org/booklists/>
- Books lists for a variety of social justice topics, including LGBTQ and Disability History
- [Diverse Classroom Libraries for K–6 Students](#)

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ELA: The Reading and Writing Workshop Units of Study curriculum emphasizes student choice and independence. Besides incorporating diverse books into our classroom libraries for the independent reading that is key to the curriculum, diverse mentor texts for the explicit instruction of reading and writing are incorporated as well. Some sample texts include

In the writing units, emphasis is placed on student choice of topics, so our students are writing about their lives and thoughts and bringing their experiences into the classroom. In our first unit on character, our students read *Home of the Brave*, a story that touches on genocide in Rwanda. The main character is a boy displaced to Minnesota by the conflict.

Texts that support Amistad and/or LGBTQ mandates:

I Am Malala; Imprisoned; We Beat the Street; “Those Shoes”; “The Jacket”; “Nathan’s Wish”; “Peanut Butter and Jelly Racism”; “Like a Girl”; “Thank You Ma’am”; *Who Was...?/What Was...?* series by various authors; *Rainbow Revolutionaries* by Sarah Prager; *Nonfiction Companions to Magic Tree House* series by Mary Pope Osborn; *A Wicked History* series by various authors; *Pride: Celebrating Diversity and Community* by Robin Stevenson; *We Are Power: How Non-Violent Activism Changes the World* by Todd Hasak-Lowry; *Into the Streets: A Young People’s Visual History of Protests in the United States* by Marke Bieschke

Units in Support of the Amistad and LGBTQ Mandates:
Teen Activism
Social Issues

Classroom Libraries include texts that support each mandate. These libraries are used for student independent reading and book clubs.

SS Unit: Unit 10: Civil War and Reconstruction- In this unit, students discuss that slavery existed mostly in the South and was the cause of worsening division between the North and the South. There was hardship and misery that African Americans faced as enslaved people. There is analysis of how during this time period many abolitionists attempted to end slavery. Many women abolitionists also worked for women's rights. Citing legal decisions, students discuss how the Dred Scott decision affected African Americans and the nation. From a national standpoint, the unit keys in on feelings of sectionalism led by the political, legal, and social controversies surrounding the expansion of slavery ended the feeling of national unity. Also noted in this unit was discussion of the fact that African Americans fought in the Civil War.

Discovery Education Film Excerpts-
www.discoveryeducation.com

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In the writing units, emphasis is placed on student choice of topics, so our students are writing about their lives and thoughts and bringing their experiences into the classroom. In our first unit on character, our students read *Home of the Brave*, a story that touches on genocide in Rwanda. The main character is a boy displaced to Minnesota by the conflict.

Texts that support Amistad and/or LGBTQ mandates:

Fallen Angels; **“Rules of the Game”**; **“The Stolen Party”**; **“Main Street”** by Jacqueline Woodson; **“Sometimes a Dream Needs a Push”** by Walter Dean Myers; **“Sol Painting, Inc.”** by Meg Medina; **“Liberty”** by Julia Alvarez; **“Seventy-Six Dollars and Forty-Nine Cents”** by Kwame Alexander; James Howe: **The Misfits**, **Addie on the Inside**; Jacqueline Woodson: **Harbor Me**, **Miracle’s Boys**, **Hush**; Walter Dean Myers: **All the Right Stuff**, **The Cruisers** series; Meg Medina: **Merci Suarez Changes Gears**, **Yaqui Delgado Wants to Kick Your Ass**; Julia Alvarez: **Return to Sender**, **Finding Miracles**; Kwame Alexander: **The Crossover**

Units in Support of the Amistad and LGBTQ Mandates:

Tapping the Power of Nonfiction

The Art of Argument

Writing Realistic Fiction

Classroom Libraries include texts that support each mandate. These libraries are used for student independent reading and book clubs.

SS: Students in grade 7 begin the study of civilizations in ancient Africa and Israel. Within these studies, students learn the origins and struggles of African and Jewish societies. These origins and struggles help to establish the roots of modern culture as students explore areas of Amistad and Holocaust studies.

Resources: Discovery Education multimedia, located at www.discoveryeducation.com.

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ELA: The Reading and Writing Workshop Units of Study curriculum emphasizes student choice and independence. Besides incorporating diverse books into our classroom libraries for the independent reading that is key to the curriculum, diverse mentor texts for the explicit instruction of reading and writing are incorporated as well. Some sample texts include
In the writing units, emphasis is placed on student choice of topics, so our students are writing about their lives and thoughts and bringing their experiences into the classroom. In our first unit on character, our students read *Home of the Brave*, a story that touches on genocide in Rwanda. The main character is a boy displaced to Minnesota by the conflict.

Texts that support Amistad and/or LGBTQ mandates:
Fallen Angels; **“Rules of the Game”**; **“The Stolen Party”**; **The Boy in the Black Suit** by Jason Reynolds; **Watch Us Rise** by Ellen Hagan and Renee Watson; **Early Memory** by January Gill-O’Neill; **Tight** by Torrey Maldonado; **Hurricane Child** by Kheryn ; Callander; **Spanish Marcus Vega Doesn’t Speak** by Pablo Cartaya; **Harbor Me** by Jacqueline Woodson; **Dear Martin** by Nic Stone; **Something In Between** by Melissa de la Cruz; **A List of Cages** by Robin Roe; **On the Come Up** by Angie Thomas

Units in Support of the Amistad and LGBTQ Mandates:
Censorship Text Set
Fiction Writing
Argument Reading
Position Writing

Classroom Libraries include texts that support each mandate. These libraries are used for student independent reading and book clubs.

SS: Unit 9: The Americas: Students have the opportunity to continue study of medieval Africa and Europe to examine the origins of African cultures, as well as the impact of Judaism in Europe and the Americas. students are exposed to a variety of primary sources chronicling life involving the origins of slavery, religious prejudice, and contributions and accomplishments of individuals from African and Jewish Origins in a larger world.

Resources: Discovery Education multimedia, located at www.discoveryeducation.com.

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9-12

ELA Grade 9: Students read a range of genres and read independently as well. Units around the Holocaust and Race incorporate some of the following texts and resources:

Amistad: [Honor Pre-Law and Justice Academy](#); “Everyday Use”; [To Kill a Mockingbird](#) paired with [Just Mercy](#);
nj.gov/education/Amistad/resources

Holocaust: [Pulitzercenter.org](#); [tolerance.org](#);
[museumandmemorial.eji.org](#); [Night](#); **Holocaust Memoirs**

ELA Grade 10: Student in Grade 10 ELA read American Literature. They read whole-class novels as well as independent works. Some of the resources and texts for Grade 10 ELA are:

Amistad: [facingjistory.org](#);
[sheq.stanford.edu/history-lessons/slavery-narratives](#) and [middle-passage](#); nj.gov/education/Amistad/resources; [Raisin in the Sun](#); [This Is Good Hair, Too](#) (documentary); [Memoirs in Multicultural Literature](#) (selections); [Detroit](#) (film); [The Brief and Wondrous Life of Oscar Wao](#); “[I Tituba, Black Witch of Salem](#)”

LGBTQ: [The Great Gatsby](#) and selected readings

ELA Grade 11: Students in Grade 11 ELA study British and Colonialist literature as well as literature of former British colonies. Some of the resources and texts for ELA 11 include:

Amistad: [Stanford.edu/history-lessons/slavery-narratives](#);
nj.gov/education/Amistad/resources; [facinghistory.org](#); [Things Fall Apart](#); “[When Ure Hero Falls](#)”; [Interpreter of Maladies](#)

LGBTQ: [facinghistory.org](#); selected poetry and readings

ELA Grade 12: Students in ELA Grade 12 classes have options. They can take Race and Gender, Composition and Mythology, and

High school social studies teachers deliver content daily to students in grades 9 – 12. The lessons are also at times integrated with Science, English, Language Arts, Math, with an emphasis on cultural connections, Amistad (Black History), the Holocaust (Genocide), C3 Framework, and the LGBTQIA+ Mandate. The department has accumulated resources for infusion of mandates and to expand equity and diversity initiatives through the district LMS, Schoology.

Social Studies Grade 9: Ninth grade students take Honors World Cultures, AP World History or Pre-law and Justice Academy World Cultures. Each of these courses looks at topics of race and gender at various times in the year, as appropriate to the times and cultures being studied. **(Amistad, LGBQT, Holocaust)**

Resources for ELA are also shared with Social Studies. Additional resources for all grades are included at the end of the document.

Social Studies Grade 10: Students in Grade 10 take US History 1 or US1/Law. Through their study of the US up through the Civil Waand Reconstruction, students look at the topics of race, genocide, and gender consistently. The 10th Grade Pre-Law and Justice Academy class takes an even more focused look at those topics. **(Amistad, LGBQT, Holocaust)**

Resources for ELA are also shared with Social Studies. Additional resources for all grades are included at the end of the document.

Social Studies Grade 11: Students in Grade 11 take US History 2, AP US History, US2/Econ or US2/Law Mock Trial In their study of the US from the Reconstruction to the present day. Students consistently look at the issues of race and gender. There are also specific times when genocide is also a major issue. **(Amistad, LGBQT, Holocaust)**

Resources for ELA are also shared with Social Studies. Additional resources for all grades are included at the end of the document.

Social Studies: Students in 12th grade can take The African Experience course, the AP Politics and Government course, Psychology, Sociology, or Facing History and Ourselves. The African American Experience

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Rutgers Exposition along with AP Literature. Each of these courses delves into topics of race, gender, and genocide in their readings and writings. These classes use the following resources and texts that support the NJ mandates listed:

Amistad and Holocaust:

Stanford.edu/history-lessons/slavery-narratives and middle-passage and nat-turner; tolerance.org; nj.gov/education/Amistad/resources;

LGBTQ; teaching tolerance;

course traces the history of Black Americans from the arrival of slaves in the 1600s to issues of today. AP Government and Politics studies issues of discrimination at various points throughout the year (**Amistad and LGBTQ**).

Resources for ELA are also shared with Social Studies. Additional resources for all grades are included at the end of the document.

Additional Resources for Social Studies Instruction 9-12

NJ mandates by course

https://docs.google.com/spreadsheets/d/1DuU7zvh7WHvU1d01yZdBddr2g-v7aCl_E6l8fY-SMso/edit#gid=76953200

Holocaust and Human Behavior: A Convenient Hatred, The History of Anti-semitism

Additional Holocaust/Genocide resources:

<https://echoesandreflections.org/>

<https://www.facinghistory.org/recommended-resources-holocaust-and-human-behavior>

<https://www.tolerance.org/>

<https://www.ushmm.org/>

LGBTQIA+ Mandate SENATE, No. 1569

Links to Websites with Resources:

<https://docs.google.com/document/d/1W0sthA1p2AZaKnCbbAZBV5LmrVPe40JI83OKhsbyful/edit>

https://docs.google.com/spreadsheets/d/1TtrcMo84yGYa0V_BCN49Ql7iH5qHDX8KUVpHgQGtheY/edit#gid=0

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<https://www.facinghistory.org/educator-resources/current-events/lgbtq-history-and-why-it-matters>

<https://facingtoday.facinghistory.org/celebrating-lgbt-pride-why-i-no-longer-hide-my-rainbow>

<https://www.facinghistory.org/resource-library/homosexual-life-under-nazi-rule-legacy-paragraph-175>

<https://www.pbs.org/newshour/extra/lessons-plans/constitutional-amendments-and-gay-marriage/>

<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/gender-and-identity>

<http://archive.pov.org/wheniwalk/lesson-plan/>

https://www.theadvocatesforhumanrights.org/uploads/rights_of_persons_with_disabilities_lesson_plan.pdf

<https://time.com/5747670/lgbtq-history-resources/>

<https://unerased.org/>

<https://docs.google.com/document/d/19we7qz5SSsO7sVqAWeIN-d4s2XGtIEGDgJNPE-mxFwk/edit>

<https://www.pbs.org/wgbh/americanexperience/features/stonewall-chapter-1/>

<https://www.digitaltransgenderarchive.net/>

Additional Amistad resources for Equity and Diversity

<https://pulitzercenter.org/lesson-plan-grouping/1619-project-curriculum>

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<https://www.nytimes.com/2019/03/31/opinion/blackface-white-supremacy.html?smid=nytcore-ios-share>

Privileged:

<https://www.theplayerstribune.com/en-us/articles/kyle-korver-utah-jazz-nba>

<https://www.kickboardforschools.com/blog/post/5-ways-to-promote-equity-diversity-in-the-classroom/>

<https://www.ferris.edu/jimcrow/>

Diversity and Inclusion, Anti-racism resources:

<https://padlet.com/diversityandinclusion/Bookmarks>

Affirming Black Lives in School: Teachers, Administrators, Students:

https://docs.google.com/document/d/123kermG94-4udl-fKkBse_WrPVMdAF9-9ktngAtLszk/edit#heading=h.yxc7ywb0vv8t

Guidelines for discussing difficult or high-stakes topics

[:http://crlt.umich.edu/publinks/generalguidelines](http://crlt.umich.edu/publinks/generalguidelines)