

# EMANCIPATION CURRICULUM 2.0

## EMANCIPATION CURRICULUM

**PK-1 Emancipation Curriculum Lessons** Grades PK-1 Curriculum Link

Preview this cluster of lessons and materials by clicking on LESSON LINKS, PHOTOS and ICONS and etc. The infusion guide and full curriculum can be accessed by clicking the PK-1 INFUSION GUIDE and GRADES PK-1 CURRICULUM LINK.

**LESSON LINK: Fry Bread**  
Students will read to explain the importance of fry bread for many Native Americans. They will discuss how something becomes a tradition and the use of food in family celebrations. Students will apply this new learning to their own lives and write and illustrate to share their favorite tradition.

**LESSON LINK: Cesar Chavez**  
Students will close read a child-friendly biography of leader and social activist Cesar Chavez to determine how he helped communities of people fight for fair and equal labor rights. Students will demonstrate their learning and inspiration from the study of Chavez by drawing a picture of helping a friend or classmate and completing the sentence starter *I can help a friend by \_\_\_\_\_ just as Cesar Chavez helped people.*

**LESSON LINK: Separate but Equal**  
Students will investigate how children and adults have rights and responsibilities at home, school, in the classroom, and in the community. They will discuss how these rules affect children and adults and why people make and change rules. After an introduction to Plessy v. Ferguson and resulting discussion, students will write, draw, and share out what equal means to them.

**LESSON LINK: Cultural Games**  
Students will explore the characteristics of their own culture and the ways in which their culture is both like and unlike the cultures of their classmates. They will write about, illustrate, share out and discuss specific games they play related their culture.

1843 1896 1965 2020

### GRADE PK

#### IDENTITY

WE ARE THE SAME



Students will listen to a song and determine what it means, review adjectives and focus on using them in self descriptions while engaging with the text *We're Different, We're the Same.*

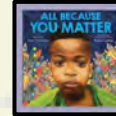
#### SOCIAL JUSTICE

A IS FOR AWESOME:  
WOMEN WHO CHANGED  
THE WORLD



Students will read a board book that shares brief stories of 23 women who changed the world. They will make connections between self, text, and the world.

ALL BECAUSE YOU  
MATTER



*All Because You Matter* is a text written in the form of a letter from a mother to her son explaining his value and why he matters. This lesson focuses on the author's purpose.

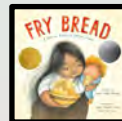
#### CULTURE

##### CULTURAL GAMES



Students will explore the characteristics of their own culture and the ways in which their culture is both alike and different from the cultures of their classmates. They will then write about specific games they play related to their culture.

##### FRY BREAD



Students will discover the importance of fry bread for many Indigenous people. They will discuss how something becomes a tradition and the use of food in family celebrations. Students will write and illustrate to share their favorite tradition.

##### MIRA EL AZUL QUE TE RODEA



The featured text, written in English and Spanish, introduces common objects that are blue in color. In this lesson, students draw pictures next to the Spanish words and verbally share out their activity.



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Timeline: 1843, 1896, 1965, 2020

## GRADE K

### IDENTITY

#### I AM ENOUGH



The book *I Am Enough* features a girl who celebrates herself by perceiving the ways she resembles beautiful things in her world. Students engage in solitary as well as cooperative activities to explore their identity.

### SOCIAL JUSTICE

#### CONSIDERING OTHERS BEFORE SHE WAS HARRIET



Students will be able to discuss how people communicate with people who speak different languages or who have a disability. They will empathize with how people feel when communication is not successful.



Students learn about Harriet Tubman. They will understand how she was a "conductor," spy, and suffragist. Students write about a goal that they may want to accomplish based on one of the great accomplishments by Harriet Tubman.

### CULTURE

#### WAMPUM BELT



Students will read to explain how Alex from the Haudenosaunee Nation creates a wampum belt. They will discuss the importance of wampum belts and the peace treaties they represent. Students will apply this new learning to their own lives through writing and illustration.

#### THE LIFE OF IMHOTEP



Students explore the concept of being gifted and Black. They will learn about the African thinker Imhotep including his contributions to architecture and medicine. Students will create a picture book based on gist statements and drawings that demonstrate their understanding.

#### MAX CELEBRATES CINCO DE MAYO



Max celebrates the Cinco De Mayo through song, dance, food, and games. Students will be able to write about the importance of celebration. Students will also be given an opportunity to create a sombrero and partake in a parade.

## RISING VOICES CURRICULUM

**RISING VOICES CURRICULUM** (RISING VOICES LIBRARY)

**KINDERGARTEN**

- EVK.1 Head to Head Doctor
- EVK.2 Harriet Tubman
- EVK.3 Eunice and Kate
- EVK.4 One is a Pinta
- EVK.5 Up to My Knees!
- EVK.6 Who Likes Rain?
- EVK.7 I Made a Book
- EVK.8 HEY BACK CHILD
- EVK.9 I Am Not a Toy
- EVK.10 THE FIELD
- EVK.11 Sing, Don't Cry
- EVK.12 Who Likes to Eat?

## RISING VOICES UNIT PLAN

**OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES**  
**RISING VOICES UNIT PLAN**

TEXT TITLE: *Pitter Pattern*  
AUTHOR: Joyce Heurich-Berti  
Grade: K

**UNIT SUMMARY**  
This unit includes five lessons and PFTs that will allow students to explore and recognize patterns in daily life. Through the eyes of the main character, Lu, students discover that patterns are woven throughout daily life. After engaging in a read aloud of *Pitter Pattern*, students will take a deep dive into the book over the course of the week and drive into Arts (shape counting), cultural & geographic connections (where is Africa?), music (chants and dances) and English Language Arts (writing and drawing about skills, patterns, and textures).

**UNIT AT A GLANCE**

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
FOCUS	ELA	MATH	SS	ELA	MUSIC
LINK TO PFT	Rvk.0pft.001	Rvk.0pft.002	Rvk.0pft.003	Rvk.0pft.004	Rvk.0pft.005
OBJECTIVES	Recognize the days of the week pattern.	Revisit the anchor text and locate counting patterns in the story.	Revisit the anchor text and locate sorting patterns in the story.	Revisit the anchor text and locate animal patterns in the story.	Revisit the anchor text and locate musical patterns in the story.
Students will be able to:	Complete the pattern, the teacher will model the days of the week. Students will repeat.	Count up to 100.	Understand the function of a community center.	Recognize the characteristics of Africa.	Use their hands and a table or the floor to make musical patterns.



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**PK-1 Emancipation Curriculum Lessons**

Grades PK-1 Curriculum Link

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## GRADE 1

### IDENTITY

#### MY CROWN IS MY GLORY



Students will read the story, *The Proudest Blue* and understand the symbolism of wearing a hijab. The lesson will conclude with a celebration of selves through a "My Crown is My Glory" self-portrait.

### SOCIAL JUSTICE

#### BROWN VS. BOARD OF EDUCATION



This lesson explores the landmark U.S. Supreme Court decision in *Brown v. Board of Education*. Students will apply this new learning to their own classroom rules and actions.

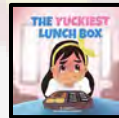
#### GIVING WOMEN THE RIGHT TO VOTE



Elizabeth Cady Stanton knew that women weren't given the rights to do what men could. She shared her views with people who fought to change America. Students will make connections to self, text, and world.

### CULTURE

#### THE YUCKIEST LUNCH BOX



Nari experiences taunting at lunch over her traditional Korean meal. Students will understand the perspective of a character and make connections to their own family dishes.

#### ABUELA



Students read *Abuela*, a bilingual children's book that raises questions about immigration. Students will be exposed to Spanish language and culture. In the closure writing activity, students use the sentence starter, *Me gusta* to share what they like.

#### JOHN HENRY



Students will understand and navigate the legend of John Henry, a mystical African-American hero who raced against a steam drill to lay railroad tracks on a mountain. Students can listen to the text, respond, and discuss John Henry and why he is important today.

## RISING VOICES CURRICULUM

**RISING VOICES CURRICULUM**

GRADE 1

**RISING VOICES LIBRARY**

## RISING VOICES UNIT PLAN

**OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES**

**RISING VOICES UNIT PLAN**

TEXT TITLE: *A Team Stays Together!*  
AUTHOR: Tony and Sarah Biology  
Grade: 1

**UNIT SUMMARY**

**UNIT SUMMARY:** The theme of this unit is family, culture, and community. The text, *A Team Stays Together!*, explores the experience of moving often to family in crowded places such as sports arenas. The text contains text-based connections for authors, students or students who attend sporting events. This 5-lesson cross-curricular unit consists of ELA, social studies, math, and art lessons. Students will engage in discussions about the importance of not wondering from your family, the importance of supporting family, writing a narrative about, accept their understanding of consumers and producers, explore the importance of math in sports, and create art pieces that represent their language and practices.

FOCUS	UNIT AT A GLANCE				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
LINK TO PPT	ELA Day 1.PPT	ELA Day 2.PPT	ELA Day 3.PPT	ELA Day 4.PPT	ELA Day 5.PPT
OBJECTIVES	Identify a real or imagined event they attended with family. Use a graphic organizer to plan their narrative.	Revisit the anchor text and review content and objectives from previous lesson. Display their understanding of shades of meaning by replacing ordinary differing verbs and adjectives in their narrative writing.	Revisit the anchor text and review content and objectives from previous lesson. Show their understanding of shades of meaning by replacing characters from the story in these roles. Identify the ways money is earned and received.	Revisit the anchor text and review content and objectives from previous lesson. Identify what 3-D shapes can be formed by a composite shape. Create a 3-D figure using composite shapes.	Revisit the anchor text and review content and objectives from previous lesson. Develop artistic expression through planning. Express their thoughts and feelings through visual/performing arts.
STANDARDS	ELA LWS	ELA LAD	SS E.1.2	MAF1 1-6-3	ART CK3 CK3 CK3



# EMANCIPATION CURRICULUM 2.0

## EMANCIPATION CURRICULUM

**2-4** Emancipation Curriculum Lessons Grades 2-4 Curriculum Link

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**LESSON LINK: Kente Cloth: Ghana's Gift to the World**

Students will identify, extend, and translate color patterns by examining and discussing the origin and function of Kente cloth from Ghana and the patterns they see in the clothing. Students will gain an understanding of differences in many African cultures.

**LESSON LINK: Ramadan: A Time for Reflection**

Students will relate their traditions to the traditions of Ramadan and explain the importance of Ramadan and those that celebrate this holiday. They will write a friendly letter about Ramadan using the text and graphic organizer.

**11th Century**

**LESSON LINK: Talking Leaves: The Cherokee Alphabet**

Students will explore how Sequoyah created a system of writing for his people and became the only Native American to create a full alphabet for his own language. Students will read to understand how Sequoyah used the alphabet to record the history of his tribe and to communicate in writing.

**1765**

**LESSON LINK: Celia Cruz**

In this lesson, students will analyze images and objects relating to Celia Cruz. They will read to understand how artifacts such as costumes can help us to understand people in the past and explore Cuban and Mexican culture, history, and contemporary society.

**19th Century**

**LESSON LINK: Those Shoes**

Students will explore how Sequoyah created a system of writing for his people and became the only Native American to create a full alphabet for his own language. Students will read to understand how Sequoyah used the alphabet to record the history of his tribe and to communicate in writing.

**2020**

**LESSON LINK: Butterfly Boy**

Students will explore how Sequoyah created a system of writing for his people and became the only Native American to create a full alphabet for his own language. Students will read to understand how Sequoyah used the alphabet to record the history of his tribe and to communicate in writing.

## GRADE 2

### IDENTITY

#### WHO ARE YOU?



Students become familiar with the concept of identity through music, pictures and a writing assignment. Students will be able to identify characteristics that make up their identity.

### SOCIAL JUSTICE

#### WHY FROGS AND SNAKES NEVER PLAY TOGETHER



A frog and a snake become good friends, until they learn that they are supposed to be enemies. They are faced with difficult decisions. The play will spark a discussion about the topic of prejudice.

#### WORDS DO MATTER



This lesson invites students to explore the power of words in either making people feel positively or negatively about themselves. It creates an ongoing framework that educators and students can use to address name-calling.

### CULTURE

#### RAMADAN: A TIME OF REFLECTION



Students will relate their traditions to the traditions of Ramadan and explain the importance of Ramadan to those that celebrate this holiday. They will write a friendly letter about Ramadan using the text and graphic organizer.

#### KENTE CLOTH: GHANA'S GIFT TO THE WORLD



Students will identify and translate color patterns. They will discuss the function of the Kente cloth from Ghana, the patterns they see and the significance behind the colors. Students will compare the poem "Five Little Crayons" to the main text *The Spider Weaver*.

#### EXPLORING CULTURAL CLOTHING



Students will analyze images and objects relating to Celia Cruz. They will read to understand how artifacts such as costumes can help us to understand people in the past. They will explore Cuban and Mexican culture, history, and contemporary society.

## RISING VOICES CURRICULUM

**RISING VOICES CURRICULUM** RISING VOICES LIBRARY

**GRADE 2**

## RISING VOICES UNIT PLAN

**OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES**

**RISING VOICES UNIT PLAN**

TEXT TITLE: Zoya and Sassafras: The Pad and the Bog  
AUTHOR: Aasi Gopal  
Grade: 2

**UNIT SUMMARY**

UNIT SUBSUMARY: This unit plan contains 5 lessons to follow the theme of the book "Zoya and Sassafras: The Pad and the Bog". There are 2 ELA lesson plans, a social studies lesson plan, a science lesson plan, and an art lesson plan. In this unit the students will be reading, writing, and exploring scientific topics. This unit plan will give students the opportunity to make connections to text and to use real world to allow them to connect lessons.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>FOCUS</b>	ELA	ELA	SA	SC	ART
<b>LINK TO PPT</b>	RV2.004.PPT	RV2.004.PPT	RV2.004.PPT	RV2.004.PPT	RV2.004.PPT
<b>OBJECTIVES</b>	Develop and answer questions related to a text. Students will be able to: Make inferences based on a text.	Write to make connections with a text with evidence.	Identify the characteristics of different communities.	Plan and conduct an investigation to show the parts of a plant.	Create an art project that incorporates labeled parts of a plant. Identify and label the main parts of a plant.
<b>STANDARDS</b>	ELA 2RI 2RI	ELA 2RI 2RI	SA 2.1 2.3a 2.3	SC 2.PS.1 2.PS.3 2.3C.1	Art 5
<b>LAUNCH</b>	Launch this lesson with the video about science in science on the first slide of the attached powerpoint.	Think-write-pair-share how do you connect with others?	Begin the lesson by asking students if they know what a community.	Launch this lesson by showing students a plant. The clip is attached to the first slide.	This students follow a step by step video of a drawing a plant to capture their interest.



# EMANCIPATION CURRICULUM 2.0

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**2-4** Emancipation Curriculum Lessons **Grades 2-4 Curriculum Link**

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**LESSON LINK: Celis Cruz**  
In this lesson, students will analyze images and objects relating to Celis Cruz. They will read to understand how artifacts such as costumes can help us to understand people in the past and explore Cuban and Mexican culture, history, and contemporary society.

**11th Century**    **1765**    **19th Century**    **2020**

## GRADE 3

### IDENTITY

WHAT IS COMMUNITY?



Students will read *The Gift* by Jennifer Holladay and consider the things that they like about their community. They will create a map of their community, including the special "gifts" it has to offer.

### SOCIAL JUSTICE

ANTIRACISM DEFINED



Students will listen to the book *Antiracist Baby*. They will be exposed to vocabulary related to the topic of antiracism. They will analyze a piece of art and create a poem using vocabulary from the text.

AFRICA IS NOT A COUNTRY



Students will read to gain more knowledge about Africa and the countries that make up Africa. They will write a paragraph comparing their experiences to the experiences of some African people.

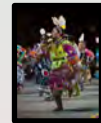
### CULTURE

THE ARABIC LANGUAGE



This lesson focuses on comparing the English, Arabic and Nepali alphabets. Students will write a comparative essay using an article, participate in an activity where they write the Arabic alphabet and analyze the Nepali alphabet.

LEARN TO DANCE LIKE AN OJIBWE JINGLE DANCER



Students will explore how dance is a way of expression to the Indigenous Americans. Students will read and discuss the history of the jingle dance. Students will review the definition of and practice using personification.

GRIOT: WHAT'S YOUR STORY?



Students will gain an understanding of Griots and Griottes. They will listen to traditional African storytelling and engage in a Reader's Theater activity to support their understanding of oral histories and how these stories are told.

## RISING VOICES CURRICULUM

**RISING VOICES CURRICULUM**

**GRADE 3**

Books shown include: *IF SHARKS*, *Celia Cruz*, *COPAL BEERS*, *THE SHOE FITS*, *ANTIRACIST BABY*, *AFRICA IS NOT A COUNTRY*, *THE ARABIC LANGUAGE*, *LEARN TO DANCE LIKE AN OJIBWE JINGLE DANCER*, *GRIOT: WHAT'S YOUR STORY?*

## RISING VOICES UNIT PLAN

**OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES**

**RISING VOICES UNIT PLAN**

TEXT TITLE: *ElRay Jakes is Magic!*  
AUTHOR: Sally Watson  
Grade: 3

**UNIT SUMMARY**  
UNIT SUMMARY: This unit plan for *ElRay Jakes is Magic!* consists of five lessons including: one social studies, one science and one art lesson. Students will learn about character traits of view by studying the character ElRay Jakes. In each lesson, they will analyze a character trait by considering a character's thoughts, actions and feelings. They will explore different traits of character, and what it takes to be a great citizen in a school community. They will learn about magnets and how magnets were used with ElRay's magic tricks and the connection with the character ElRay Jakes using the main events of the story.

**UNIT AT A GLANCE**

FOCUS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	
LINK TO PPT	ELA	ELA	SCIENCE	NO	ART	
OBJECTIVES	Students will be able to: Distinguish the difference between 1st person point of view and 3rd person point of view. Explain the point of view of a character by analyzing the way the character is telling the story. Refer back to the text to support their responses to questions.	Arrange the main character and determine a character trait to describe them. Utilize a graphic organizer to generate thoughts and ideas. Infer a character's feelings by using evidence in the text.	Learn how a magnet operates as a community. Learn how magnets of a social and without community works together. Explain their own social communities and decide what role they play. Sort the differences between using a good citizen and a not so good citizen in a school/social community.	Learn what magnetism is by definition. Explore objects that are magnetic and objects that are not. Explain why some objects have magnetism and why some objects do not. Conduct their own science experiment/magic trick with science.	NO	Retell the story elements/main events using the "Remember, Who, What, Do, So, Their" strategy. Create a short comic strip based on the events in the story.

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**2-4**  
INFLUENCE GUIDE

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**11th Century**      **1765**      **19th Century**      **2020**

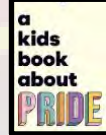
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## GRADE 4

### IDENTITY

MY AUTHENTIC SELF



Students will explore how each unique person displays their own internal light, how to show up in spaces as their authentic selves and how to be allies to all their diverse community members.

### SOCIAL JUSTICE

THE PEOPLE SHALL CONTINUE



Students will learn about the Indigenous people and how they persevered by reclaiming heritage, culture, and traditions. Students will listen to the story The People Shall Come and discuss what they learned.

ISLAMIC TRAVEL BAN



Students will explore the history of the 2017 Islamic Travel Ban initiated by Donald Trump. They will discuss the social, and legal effects of this ban. They will read two texts, analyze a photo, and write a persuasive essay.

### CULTURE

HIROMI'S HANDS



Students will learn all about the life of Hiromi Suzuki, a famous Japanese Sushi Chef and how she overcame gender stereotypes. They will also write about something they may want to learn how to do as an apprentice.

PARROTS OF PUERTO RICO



Students learn how the island of Puerto Rico has changed. They use a timeline to sequence important events. Students choose an event from the timeline, write a summary explaining what happened, the effect that it had on the parrots of Puerto Rico.

KWANZAA: THE CELEBRATION OF CULTURE



Students will explore the symbolism connected to Kwanzaa. They will learn the Seven Principles of Kwanzaa, understand the colors of Kwanzaa and the traditional dress. Students will demonstrate their understanding through multiple modes.

## RISING VOICES CURRICULUM

**RISING VOICES CURRICULUM**

Grades 2-4 Curriculum Link

**GRADE 4**

Books included: *Harriet's Little Black Boat*, *Planting Service*, *Building Zulu*, *Dancing Hands*, *Planting Service*, *Building Zulu*, *Esquivel*, *Tambora*, *Hiromi's Hands*, *Parrots of Puerto Rico*, *Shall Continue*, *Islamic Travel Ban*, *Deliver Us Justice*, *Hiromi's Hands*, *Parrots of Puerto Rico*, *Shall Continue*, *Islamic Travel Ban*, *Deliver Us Justice*, *Hiromi's Hands*, *Parrots of Puerto Rico*, *Shall Continue*, *Islamic Travel Ban*, *Deliver Us Justice*.

## RISING VOICES UNIT PLAN

OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

**RISING VOICES UNIT PLAN**

TEXT TITLE: *What Color is My World?*  
AUTHOR: Kareem Abdul Jabbar  
Grade: 4

**UNIT SUMMARY**  
The unit gives students the opportunity to read about a diverse group of African American inventors featured throughout the story of an African American grandfather teaching his grandchildren about the history through research on using conversation. The students will analyze and compare activities in the words of English Language Arts, Social Studies, Science, and Art to demonstrate their understanding of the role of inventors in our society.

FOCUS	UNIT AT A GLANCE				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
LINK TO PPT	ELA, LING, PPT	ELA, LING, PPT	ELA, LING, PPT	ELA, LING, PPT	ELA, LING, PPT
OBJECTIVES	Explain why Kareem Abdul Jabbar is and his contributions to society. Write a paragraph describing Kareem Abdul Jabbar's life and accomplishments.	Define what color blindness is. Explain the differences between types of color blindness.	Analyze the terms used in the text "no one really invents anything". Analyze the concepts of invention and innovation. Use the terms to identify examples of each.	Create a narrative piece of writing based on an invention from the book. Make inferences about their inventions that makes it relative to today.	Find relevant information on the internet for their project. Summarize using key details about an A.A. innovator/inventor.
STANDARDS	ELA 4RS 4.5 LW.20	ELA 4RS 4.5 4RS	ELA 4RS 4.5 4RS	ELA 4RS 4.5 4RS	ELA 4RS 4.5 4RS
LAUNCH	Gather students and introduce lesson theme, objectives, and skills.	Some people are born blind and some people are born without being able to see all the colors in the rainbow. If you were blind or color blind,	What does Mr. Abdul mean when he says that no one really invents anything? Do you agree?	This is Garrett Morgan the way of invention and innovation. As you read about the life, you will see that he had difficulty selling his inventions.	Research, what is it? How do we do it? Do I agree and justify what I have found or just the information that my own words? How many?



# EMANCIPATION CURRICULUM 2.0

## EMANCIPATION CURRICULUM

**5-6** Emancipation Curriculum Lessons

Grades 5-6 Curriculum Link

**LESSON LINK: Krautgrasauwe and Multiracial Society**  
 In this lesson students will learn about the Haudenosaunee Creation Story. They will examine the role Haudenosaunee women play in shaping their government and demonstrate their learning by making and supporting a claim about Indigenous Women in leadership roles.

**LESSON LINK: Let the Children March**  
 Students will read to understand that political movements involve children as well as adults. They will explore the idea that children have the power to influence and change the world, identify the social boundaries of their own school and community, and consider the broader goals of the Civil Rights Movement.

**LESSON LINK: Celebrations Across Borders**  
 Students will read to understand key components of traditional Islamic religious celebrations such as Ramadan. Using note-taking and embedded comprehension assessment, they will explain how uncontrollable circumstances present new opportunities.

**LESSON LINK: Civil Rights and Policy - Latin X**  
 In this lesson, students learn about "guestworkers" from Central and South America, and Mexico, and their experience being part of the workforce in the United States. Students will read the perspective of a "guestworker" in the United States and write a letter to an organization or policy maker about the mistreatment of "guestworkers."

Timeline: Pre-History, A.D. 610, 1963, 2020

## EMANCIPATION CURRICULUM READING ANTHOLOGY

**EMANCIPATION CURRICULUM**

**- Reading Anthology -**

**GRADES 5 – 8**

## GRADE 5

### IDENTITY

**MY IDENTITY: WHERE DID WE COME FROM?**



Students will learn about their ancestry from studying African Kings and Queens and analyze the "East 149<sup>th</sup> St Poem and relate its message to their own identities.

### SOCIAL JUSTICE

**PROTESTS THEN AND NOW**



In this lesson, students compare present day protests specifically as they relate to the Black Lives Matter movement, to the protests of the past, particularly the Civil Rights Movement.

**POLICY AND CHANGE**



In this lesson students will be able to explain the connections between government policies and reforms, as well as what motivates the people who write them.

### CULTURE

**EI DIA DE LOS REYES**



Students will learn about the unique associated with the El Dia De Los Reyes/Three Kings Day and compare El Dia De Los Reyes to a holiday/celebration that they celebrate in their own culture.

**CELEBRATING JUNETEENTH**



Students will learn the history and traditions related to the celebration of Juneteenth. Students will read the text, *Celebrating Juneteenth*, to learn why and how Juneteenth is celebrated.

**NAVAJO JOURNEY**



In this lesson students will cite evidence that shows how the Navajo used resolve using resistance, negotiation, persistence, resilience to return home and sustain their culture for generations to come.

## RISING VOICES CURRICULUM

**RISING VOICES CURRICULUM**

**GRADE 5**

**RISING VOICES LIBRARY**

RSV.1 Urban Biologist  
 RSV.2 My Life as an Ice Cream Sandwich  
 RSV.3 When Mason Song  
 RSV.4 Maya Lin: Light and Lines  
 RSV.5 Selena, Queen of Tejano Music  
 RSV.6 John Lewis  
 RSV.7 Nubia  
 RSV.8 Tuckever Avenue  
 RSV.9 César: Yes, We Can! (Yes, We Can!)  
 RSV.10 Yes! We Are Latinos

## RISING VOICES UNIT PLAN

**OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES**

**RISING VOICES UNIT PLAN**

TEXT TITLE: Clayton Byrd Goes Underground  
 AUTHOR: Rita Williams Garcia  
 Grade: 5

**UNIT SUMMARY**  
 This unit includes five lessons and PPTs that will allow students to synthesize and analyze the text, Clayton Byrd Goes Underground, in multiple ways. In the text, the main character, Clayton, navigates losing his primary caretaker and idol, his Black musician grandfather, Cool Papa. Clayton's experience with grief takes him through experiences that many students can relate to. After reading the entire text, students will also share their own experiences and delve into Black origin and history of Blues, its cultural connection (Black or white ownership and marketing of music in America), ELA (identifying the text theme and parts of figurative language) and Science (states of matter and sound waves).

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>FOCUS</b>	MUSIC	SS	ELA	ELA	SS
<b>LINK TO PPT</b>	RSV.04a.PPT	RSV.04a.PPT	RSV.04a.PPT	RSV.04a.PPT	RSV.04a.PPT
<b>OBJECTIVES</b>	Explain the origins and history of the blues. Name 5 instruments played in blues music.	Explain the debates about black or white ownership of music in the US. Describe the relationship between the marketing of blues music and its target audience.	Identify the theme of the book Clayton Byrd Goes Underground by Rita Williams-Garcia. Discuss with their groups the theme of the story using details to support their ideas.	Identify and analyze different forms of figurative language and their meaning from the text.	Distinguish the differences between the states of matter: solid, liquid, gas. Write explanatory sentences including their characteristics of sound waves. Connect the volume and wavelength of sound waves to the detection of them in our ears.
<b>STANDARDS</b>	MUSIC: Ref.1.5a, Ref.2.5	ELA: SS, SS.1, SS.2	ELA: ELA.1A, ELA.1B, ELA.1C	ELA: ELA.1A, ELA.1B, ELA.1C	SS: 5-SS.1, 5-SS.2



# EMANCIPATION CURRICULUM 2.0

## GRADE 6

### IDENTITY

#### THE EMERGENCE OF LATINX COMMUNITIES



Students will explore narratives from various Latinx groups regarding push/pull factors to America. Students will examine the question: Who is American?

### SOCIAL JUSTICE

#### RESTORATIVE JUSTICE AND MEDIA PROPOGANDA



Students will investigate how we can work towards changing prejudices. They will listen to an interview between Heather McGhee and Garry, a white male caller admitting his prejudices towards people of color. Students will consider the media as a cause for prejudice.

#### LET THE CHILDREN MARCH



Students will read to understand that political movements involve children as well as adults. Students will explore the idea that children of all ages have the power to influence and change the world.

### CULTURE

#### BUFFALO'S WEST SIDE BAZAAR



Students will learn of New Americans' success in Buffalo, N.Y. Students will explain how the West Side Bazaar creates entrepreneurial opportunities for New Americans and brings their native cultures to a new community of people.

#### COURAGE FROM BLACK ABOLITIONISTS TO BLACK ACTIVISTS



Students will be introduced to the role that African Americans played in the abolishment of slavery. Students will compare and contrast historical information and write a short response.

#### INDIGENOUS PEOPLE'S DAY



Students will analyze the controversy, consider different perspectives related to celebrating Christopher Columbus Day and write why they think Christopher Columbus Day should be renamed to Indigenous People's Day.

## EMANCIPATION CURRICULUM

**5-6 Emancipation Curriculum Lessons**

Grades 5-6 Curriculum Link

**LESSON LINK: Hausfrauism and Matrifocal Society**  
In this lesson students will learn about the Hausfrauism-Creation Story. They will examine the role Hausfrauism women play in shaping their government and demonstrate their learning by making and supporting a claim about Indigenous Women in leadership roles.

**LESSON LINK: Let the Children March**  
Students will read to understand that political movements involve children as well as adults. They will explore the idea that children have the power to influence and change the world, identify the social boundaries of their own school and community, and consider the broader goals of the Civil Rights Movement.

**LESSON LINK: Celebrating Across Borders**  
Students will read to understand key components of traditional Islamic religious celebrations such as Ramadan. Using notetaking and embodied comprehension assessment, they will explain how uncenterable circumstances present new opportunities.

**LESSON LINK: Civil Rights and Policy - Leto X**  
In this lesson, students learn about "guestworkers" from Central and South America, and Mexico, and their experience being part of the workforce in the United States. Students will read the perspective of a "guestworker" in the United States and write a letter to an organization or policy maker about the mistreatment of "guestworkers."

Pre-History A.D. 610 1963 2020

## EMANCIPATION CURRICULUM READING ANTHOLOGY

### EMANCIPATION CURRICULUM

- Reading Anthology -

GRADES 5 – 8



## RISING VOICES UNIT PLAN

OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

**RISING VOICES UNIT PLAN**

TEXT TITLE: Langston Hughes  
AUTHOR: Lisa Cline-Ransome  
Grade: 6

UNIT SUMMARY

UNIT SUMMARY: This unit includes activities for three subject areas focused on the Rising Voices book "Reading Langston." Students will learn about the Harlem Renaissance, write Langston Hughes rap, and create a genre of poetry to music, analyze mathematical data/graphs on the Great Migration, and gather details from the text in order to write an essay on how the character changes/develops throughout the story. Students will also discuss overcoming adversity and make connections to their personal lives.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
FOCUS	SS	MATH	MUSIC	ELA	ELA
LINK TO PPT	SS Day 1.PPT	MTH Day 2.PPT	MUS Day 3.PPT	ELA Day 4.PPT	ELA Day 5.PPT
OBJECTIVES	State how African Americans overcame adversity after the Great Migration and during the Harlem Renaissance.  Find evidence that demonstrates how the main character in the story develops throughout the story.	Read and interpret charts related to changes in the black population during two major waves of the Great Migration.  Find evidence that demonstrates how the main character in the story develops throughout the story.	Create a piece of jazz music and lyrics as part of a team.  Determine the characteristics of jazz music that distinguish it from other types of music.	Write a strong introduction and conclusion paragraph using Step Up To Writing Tools  Find evidence that demonstrates how the main character in the story develops throughout the story.	Write an essay about how a character changes throughout the story using text evidence.  Find evidence that demonstrates how the main character in the story develops throughout the story.
STANDARDS	ELA 6-3 6-3.1 6-3.2	Math 6-1 6-1.1 6-1.2	ELA 6-3 6-3.1 6-3.2 MUSIC 6-1 6-1.1 6-1.2	ELA 6-3 6-3.1 6-3.2	ELA 6-3 6-3.1 6-3.2





# EMANCIPATION CURRICULUM 2.0

## EMANCIPATION CURRICULUM

**7-8**  
7-8 CURRICULUM LINK

### Emancipation Curriculum Lessons

Grades 7-8 Curriculum Link

Preview this cluster of lessons and materials by clicking on LESSON LINKS, PHOTOS and ICONS. The infusion guide and full curriculum can be accessed by clicking the 7-8 INFUSION GUIDE and GRADES 7-8 CURRICULUM LINK.

**LESSON LINK: The Great Doctor and Architect of Ancient Africa**  
In this lesson students will read to explore the ways in which Imhotep contributed to Ancient African society. They will collaborate to brainstorm, document and discuss the ways in which the characters in *A Long Walk to Water* (7) and *A Mighty Long Way* (8), have contributed, like Imhotep, to their societies.

**LESSON LINK: The Seven Values and Billy Mills**  
Students will explore the life of Billy Mills, member of the Oglala Lakota (Sioux) tribe and first Indigenous American to win an Olympic Gold Medal for the United States. Students will explore the Seven Values of Lakota Life and compare Billy Mills to the major characters in their favorite module anchor texts.

**27th Century BC**      **1946**      **1964**      **2020**

**LESSON LINK: Herman Badillo & Latinx Voting**  
In this lesson students read to recognize the achievements of Herman Badillo and his political influence on the voting rights of Puerto Rican. Students gain an understanding of institutionalized policies that were put in place to discourage/prevent Latinx communities from voting and use textual evidence to explain how Herman Badillo created a voice for Puerto Ricans and other Latinx communities.

**LESSON LINK: A Letter from New Americans in the United States**  
This lesson will introduce New Americans and their stories. Students will be asked to write a letter from the perspective of the New American's story they are assigned to read. In Module 1 for both 7th and 8th grade ELA class students discuss characters that are forced to uproot their lives and move away from their homes. This lesson will help students look at multiple perspectives of various characters.

## GRADE 7

### IDENTITY

WHAT IS OUR OBLIGATION TO ASYLUM SEEKERS?



Students will consider the U.S. obligation to asylum seekers, the factors that influence immigration policy post WWII and currently, and the role of women in reforming immigration laws.

### SOCIAL JUSTICE

FOOD DESERTS: CAUSES AND SOLUTIONS



Students will examine the characteristics and impacts of food deserts. They will review statistics and explore geographical websites to see where food deserts are in relation to their community and school.

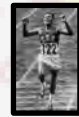
BREAKING RACIAL BARRIERS THROUGH THE



Students will explore the ways African Americans have used art to advocate, read about Marian Anderson and research other African American artists/activists.

### CULTURE

THE SEVEN VALUES OF LAKOTA LIFE



Students will explore the life of Billy Mills, an Indigenous American member of the Oglala Lakota (Sioux) tribe. Billy became the first Indigenous American to win an Olympic Gold Medal for the US. They will learn about Billy Mills by reading and analyzing a text.

MENDEZ VS. WESTMINSTER



Students will learn about *Mendez vs. Westminster*, a court case where Mexican Americans won a class action lawsuit to dismantle the segregated school system that existed in California. Students will write a textbook account of the Mendez case.

IDA DORA FAIRBUSH: LIFE AND LEGACY



Students will learn about the life and legacy of Ms. Ida Dora Fairbush, who became the first African American Teacher in Buffalo. Students will explore the themes of knowledge, collaboration, advocacy, identity, community, and empowerment.



## EMANCIPATION CURRICULUM READING ANTHOLOGY

# EMANCIPATION CURRICULUM

- Reading Anthology -

## GRADES 5 – 8

# EMANCIPATION CURRICULUM 2.0

## EMANCIPATION CURRICULUM

**7-8** Emancipation Curriculum Lessons Grades 7-8 Curriculum Link

Preview this cluster of lessons and materials by clicking on LESSON LINKS, PHOTOS and ICONS. The infusion guide and full curriculum can be accessed by clicking the 7-8 INFUSION GUIDE and GRADES 7-8 CURRICULUM LINK.

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**27th Century BC**     **1946**     **1964**     **2020**

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In this lesson students read to recognize the achievements of Herman Badillo and his political influence on the voting rights of Puerto Rican. Students gain an understanding of institutionalized policies that were put in place to discourage/prevent Latinx communities from voting and use textual evidence to explain how Herman Badillo created a voice for Puerto Ricans and other Latinx communities.

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## GRADE 8

### IDENTITY

YOU HAVE TO LIVE IN SOMEBODY ELSE'S COUNTRY



Students reflect on personal emotions associated with being an outsider. They will recognize newly arrived Americans' experiences through reading and writing

### SOCIAL JUSTICE

QUESTIONING HISTORY TO BE AN ANTIRACIST



Students will get an introduction to "Why Can't We Teach This?" through a mini-book walk, use context clues to determine the meaning of vocabulary words and work with classmates and develop essential questions about primary sources.



Students will analyze texts to develop an understanding of ideas related to race, use a sociology text to support them as they generate real world examples of racism, antiracism.

### CULTURE

HERMAN BADILLO AND LATINX VOTING



Students read about the achievements of Herman Badillo and his political influence on the voting rights of Latinx communities. Students gain an understanding of institutionalized policies that were put in place to discourage/prevent Latinx voting.

WHAT DOES IT MEAN TO BE AN ARAB AMERICAN?



Students will try to identify famous Arab Americans. After students have explored the examples provided, they will read a text about Arab American cultures. They will take notes in a graphic organizer and look at a video describing how The Census has historically ignored Arab Americans.

NIAGARA MOVEMENT AND BLACK LIVES MATTER



Students begin by discussing the effects of not including Black and Brown histories in curriculums. They listen to an interview of Nikole Hannah-Jones. They will excerpt the oppression principle from the Niagara Movement and make connections to the current BLM movement.

## EMANCIPATION CURRICULUM READING ANTHOLOGY

**EMANCIPATION CURRICULUM**

**- Reading Anthology -**

**GRADES 5 – 8**



# EMANCIPATION CURRICULUM 2.0

## EMANCIPATION CURRICULUM

**9-10** Emancipation Curriculum Lessons Grades 9-10 Curriculum Link

**LESSON LINK: Juneteenth is a Federal Holiday?**  
Students will write an argument to support a claim about the recognition of Juneteenth as a federal holiday, using valid reasoning and relevant and sufficient evidence. They will work to build background knowledge and understanding of the history of Juneteenth, specifically its memorialization of the day in 1865 when many enslaved Africans were finally informed they were free.

**LESSON LINK: The Dakota Access Pipeline: What is worth fighting for?**  
Students will critically consider what they are willing to risk for their beliefs and what they feel Native American people are willing to risk for their beliefs. They will then read, annotate, and discuss several informational articles to research and develop an argumentative claim based on the recent Dakota Access Pipeline protest in North Dakota.

**LESSON LINK: Who are Latinos?**  
Students will analyze the documentary series *Latino Americans*, close read the texts *Coming to America* by David G. Gutiérrez and *The Idea of America* by Nikole Hannah-Jones. They will identify inquiry questions for further research about Latino culture and write an argument to support a claim about Latino culture, drawing evidence from the text to support analysis, reflection, and research.

**LESSON LINK: Jollof Wars: Sunday Rice, Modernization and Globalization**  
Students will read to understand the ways in which the belief systems of many West African cultures were influenced, developed, and continue to be shaped by cultural foods such as Nigerian and Ghanaian jollof rice. Students will research the recent jollof rice twitter "war" and debate whether modernization and globalization have directly impacted the use and preparation of this traditional West African meal over time.

### GRADE 9

#### IDENTITY

##### BRAVE LIKE MALALA



Students will read a short text about Malala's fight for girls' rights to education in Pakistan. Students will answer questions about the importance of standing up for what they believe in.

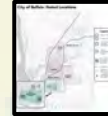
#### SOCIAL JUSTICE

##### THE DAKOTA ACCESS PIPELINE



Students critically consider what they are willing to risk for their beliefs related to informational articles and develop a claim based on the recent Dakota Access Pipeline protest.

##### REDLINING IN BUFFALO



This lesson explains the practice known as redlining, situates it historically in Buffalo, and shows it as a systemic practice in other metropolitan US cities.

#### CULTURE

##### THE REAL QUEEN OF SHEEBA



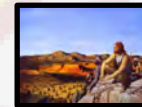
In this lesson, students analyze the meaning of globalization and compare the Queen of Sheeba's characteristics that appear in a variety of ancient myths.

##### EXPLORING OUR RELATIONSHIP WITH TECHNOLOGY



In this lesson, students will analyze and discuss "For Calling the Spirit Back from Wandering the Earth in Its Human Feet" by Joy Harjo and define postcolonial and consider how colonialism impacted the Indigenous experience.

##### STORIES OF ARRIVAL: EMERGENCE OF LATIN AMERICANS



Students analyze the narratives of Latin Americans through the exploration of personal stories with historical events, including U.S. expansion and political and economic change in the Caribbean, Central America, and Mexico.

## EMANCIPATION CURRICULUM READING ANTHOLOGY

### EMANCIPATION CURRICULUM

- Reading Anthology -

GRADES 9 – 12



# EMANCIPATION CURRICULUM 2.0

## EMANCIPATION CURRICULUM

**9-10 Emancipation Curriculum Lessons** (Grades 9-10 Curriculum Link)

Preview this cluster of lessons and materials by clicking on LESSON LINKS, PHOTOS, and ICONS. The infusion guide and full curriculum can be accessed by clicking the 9-10 INFUSION GUIDE and GRADES 9-10 CURRICULUM LINK.

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Students will analyze the documentary series *Latino Americans*, close read the texts *Coming to America* by David G. Gutiérrez and *The Idea of America* by Nikole Hannah Jones. They will identify inquiry questions for further research about Latino culture and write an argument to support a claim about Latino culture, drawing evidence from the text to support analysis, reflection, and research.

**LESSON LINK: #JollofWars: Sunday Rice, Modernization and Globalization**  
Students will read to understand the ways in which the belief systems of many West African cultures were influenced, developed, and continue to be shaped by cultural foods such as Nigerian and Ghanaian jollof rice. Students will research the recent jollof rice twitter "war" and debate whether modernization and globalization have directly impacted the use and preparation of this traditional West African meal over time.

### GRADE 10

#### IDENTITY

##### IDENTITY ATHLETICS AND CULTURE



Sports often become linked to their identity. Students explore how culture is linked to identity and understand connection between boxing and Indigenous culture.

#### SOCIAL JUSTICE

##### MISSING AND MURDERED INDIGENOUS WOMEN



Students learn about the disproportionality of missing and murdered Indigenous women. They will define injustice, read, annotate, and discuss a nonfiction text, and create a claim and support it with evidence.

##### NEW YORK CITY SCHOOL CHILDREN BOYCOTT SCHOOL



Students will be able to explain the purpose of a boycott based on the 1964 boycott in NYC. Half of the city's student body skipped school to protest segregation in schools.

#### CULTURE

##### SHOULD THE GUEST WORKER PROGRAM STILL EXIST?



This lesson will introduce students to a variety of sources on the guest worker program in the United States. Students will work in small groups to complete a webquest where they conduct research to answer questions about the guest worker program.

##### WAR AND GENOCIDE IN BANGLADESH



Students will become familiar with the events between India and Pakistan that led to the independence movement of Bangladesh. They will explore the motives that spurred on the movement and the genocide of Bengalese.

##### BROWNIES: A GIRL'S WILL



This lesson starts with students exploring vocabulary. Students will read "A Girl's Will," a story about a poor, smart 16-year-old young girl who has graduated from high school. Students will participate in a discussion about what they read and a discussion about privilege.

## EMANCIPATION CURRICULUM READING ANTHOLOGY

### EMANCIPATION CURRICULUM

- Reading Anthology -

GRADES 9 – 12



# EMANCIPATION CURRICULUM 2.0

## EMANCIPATION CURRICULUM

**11-12** INFUSION GUIDE

### Emancipation Curriculum Lessons

Grades 11-12 Curriculum

Preview this cluster of lessons and materials by clicking on LESSON LINKS, PHOTOS and ICONS. The infusion guide and full curriculum can be accessed by clicking the 11-12 INFUSION GUIDE and GRADES 11-12 CURRICULUM LINK.

**LESSON LINK: Queen Nzinga and Her Influence on America**  
Students complete varying levels of research where they are asked to read and process information to draw conclusions. In this lesson, students will be asked to conduct research on Ancient Africa which they will use to support their analysis of Queen Nzinga and her influence on both African and American history.

**LESSON LINK: 1619 Project: The Idea of America**  
Students will read to uncover hidden truths about the contributions of enslaved Africans to the development of the United States. They will express their understanding by writing a text-based claim to demonstrate how African Americans paved the way for other marginalized communities to fight oppression, so the principles of American democracy apply to all people in America.

**LESSON LINK: Puerto Rico, Rebellion, Grito de Lares and the Ponce Massacre**  
In this lesson, students will read to understand and write to explain the root causes that led to the Grito de Lares uprising and the Ponce Massacre. They will discuss the significance of both uprisings in Puerto Rican history and culture. Using accurate thematic vocabulary around uprisings and rebellions, they will write an argument to support a claim about the similarities between El Grito de Lares and the Ponce Massacre.

**LESSON LINK: Exploring the Stories Behind Native American Boarding Schools**  
Students will learn how Native American boarding schools were created in locations all over the United States with the purpose of educating American Indian youth. They will analyze how most of these schools sought to suppress any sign of students' tribal heritage and to "Americanize."

1583      1863      1880-1973      2016

## GRADE 11

### IDENTITY

LET OTHERS HEAR YOUR VOICE



Students consider the purpose of the first amendment. They will brainstorm and write about an issue they care about could be impacted by their first amendment right.

### SOCIAL JUSTICE

TRIBAL JUSTICE: TRIBAL COURTS AND HEALING



This lesson explores tribal courts in two Indigenous People communities in California and their efforts to integrate traditional models of justice into a modern justice system.

ARAB STEREOTYPES AND MISCONCEPTIONS



Students will analyze Arab and Muslim stereotypes by watching a video of the song Arabian Nights from Disney's 1992 animated film Aladdin.

### CULTURE

QUEEN NZINGA AND AMERICAN HISTORY



Students will conduct research about how Queen Nzinga was able to rise to power. They verbalize how Queen Nzinga changed the way Africans view female leaders and reflect on how her life can be seen as a foundation for American history through a journal entry writing response.

GRITO DE LARES AND THE PONCE MASSACRE



Students will read and write to explain the root causes that led to the Grito de Lares uprising and the Ponce Massacre. Using accurate thematic vocabulary around uprisings and rebellions, they will write an argument to support a claim.

INDIGENOUS PEOPLE OF COLONIAL NEW YORK



Encounters between Indigenous People and European colonists in New York ranged from cultural exchange, trade, and alliance to conflict and outright war. Students writing a five paragraph essay discussing the changing interactions of Europeans and Indigenous peoples over time.

## EMANCIPATION CURRICULUM READING ANTHOLOGY

# EMANCIPATION CURRICULUM

- Reading Anthology -

GRADES 9 – 12



# EMANCIPATION CURRICULUM 2.0

## EMANCIPATION CURRICULUM

**11-12** Emancipation Curriculum Lessons Grades 11-12 Curriculum

Preview this cluster of lessons and materials by clicking on LESSON LINKS, PROJECTS and ICONS. The infusion guide and full curriculum can be accessed by clicking the 11-12 INFUSION GUIDE and GRADES 11-12 CURRICULUM LINK.

**LESSON LINK: Queen Nzinga and Her Influence on America**  
Students complete varying levels of research where they are asked to read and process information to draw conclusions. In this lesson, students will be asked to conduct research on Ancient Africa which they will use to support their analysis of Queen Nzinga and her influence on both African and American history.

**LESSON LINK: 1619 Project: The Idea of America**  
Students will read to uncover hidden truths about the contributions of enslaved Africans to the development of the United States. They will express their understanding by writing a text-based claim to demonstrate how African Americans paved the way for other marginalized communities to fight oppression, so the principles of American democracy apply to all people in America.

**LESSON LINK: Puerto Rico, Rebellion, Grito de Lares and the Ponce Massacre**  
In this lesson, students will read to understand and write to explain the root causes that led to the Grito de Lares uprising and the Ponce Massacre. They will discuss the significance of both uprisings in Puerto Rican history and culture. Using accurate thematic vocabulary around uprisings and rebellions, they will write an argument to support a claim about the similarities between El Grito de Lares and the Ponce Massacre.

**LESSON LINK: Exploring the Stories Behind Native American Boarding Schools**  
Students will learn how Native American boarding schools were created in locations all over the United States with the purpose of educating American Indian youth. They will analyze how most of these schools sought to suppress any sign of students' tribal heritage and to "Americanize."

## GRADE 12

### IDENTITY

WHAT DOES IT MEAN TO BE "UN-AMERICAN?"



Students will discuss how attempts to exclude groups of people from American Cultures has been a recurring theme in political discourse. Write about how "defining the other" also continues to be an important theme.

### SOCIAL JUSTICE

#### VAN JONES POLICE BRUTALITY



Students will learn about Van Jones as a human rights defender. They will understand police brutality within the U.S. and the impact media has in advancing a perspective on an issue.

#### PUERTO RICAN VOTING RIGHTS



This lesson compares the identities of Puerto Ricans on the island versus those who identify as Puerto Ricans living in the U.S. Students read an article, think critically, and respond to two writing prompts.

### CULTURE

#### THE LUNAR NEW YEAR



Students will explore the East and Southeastern Asian Holiday known as the Lunar New Year. They will examine the traditions used to celebrate the Holiday in China, Korea, and Vietnam.

#### AMERICAN INDIGENOUS PEOPLE AND THE GREAT WAR



The documents in this lesson discuss the sacrifice of Dr. Powless for the United States, as well as many other American Indigenous People. Students will see how these sacrifices impacted WWI and American Indigenous People.

#### PIONEERING SUFFRAGETTE



Students will describe the achievements of Sojourner Truth as an advocate for Women's Suffrage, explain the mental health benefits of voting and synthesize learned knowledge in short responses.

## EMANCIPATION CURRICULUM READING ANTHOLOGY

**EMANCIPATION CURRICULUM**

- Reading Anthology -

**GRADES 9 – 12**

