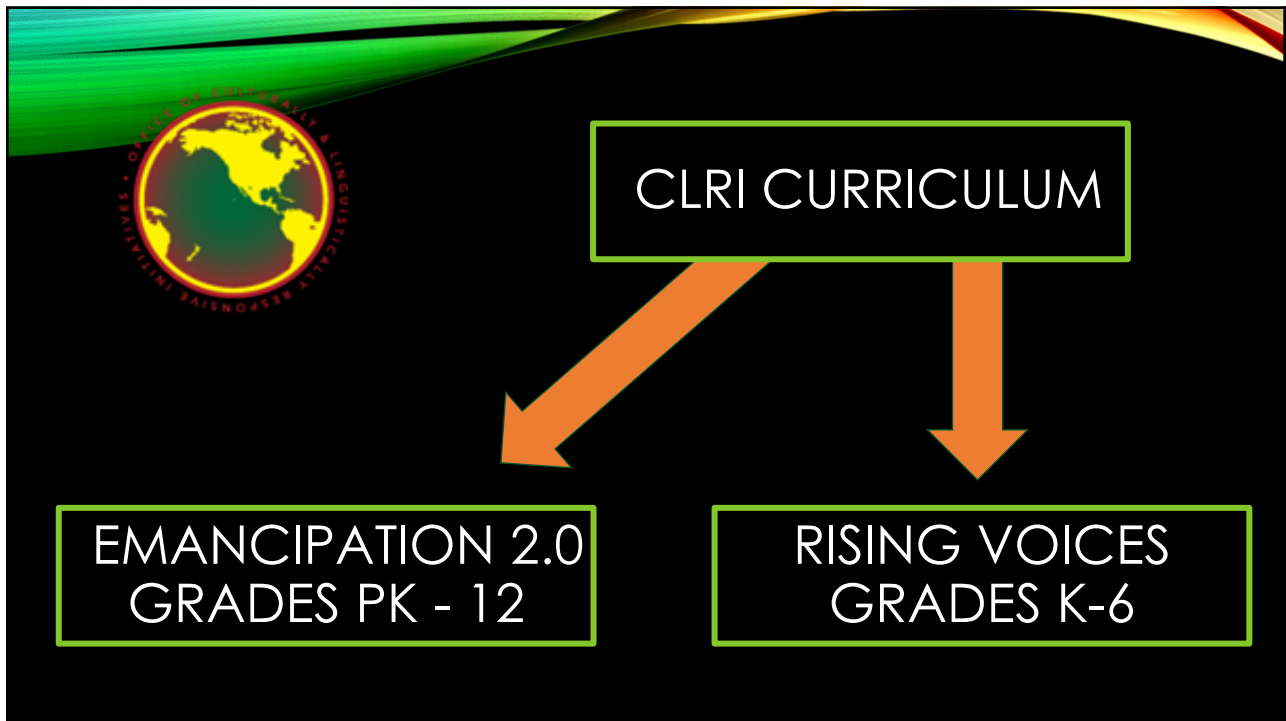




1



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# CURRICULUM ACCESS


Department of Culturally and Linguistically Responsive Initiatives **District Website**

Department of Culturally and Linguistically Responsive Initiatives **Schoology Group: 5G25-CTP6-NQGZV**

Issues with access?  
Contact Deborah Bertlesman at [dbertlesman@buffaloschools.org](mailto:dbertlesman@buffaloschools.org)

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## The Emancipation Curriculum



**OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES**  
**Emancipation Curriculum**  
 Grades 7  
 Duration: 90 Minutes over two days  
[Link to PPT](#)

**BPS INSTRUCTIONAL PRIORITIES**  
*As you execute these lessons please remember:*  
 Use of District Approved Materials with Fidelity – All Students Read – All Students Write – All Students Explain Their Thinking – All Students Engage in Grade-Level Content - Differentiation

**LESSON TITLE:** Ida Dora Fairbush: Life & Legacy

**SUMMARY:** In this lesson, students will learn about the life and legacy of Ms. Ida Dora Fairbush, who became the first African American Teacher in Buffalo during a time when opportunities for African Americans were severely limited due to discrimination, segregation, and unjust laws and policies targeting people of color. Throughout this lesson, students will be able to identify important milestones in Ms. Fairbush's life, explain how she rose above the challenges of systemic racism, and understand how the power of education allowed Ms. Fairbush to move forward as an advocate for equality, access to education, and the rights of Black citizens within the Buffalo community. Through the hardships, accomplishments, and life experiences of Ms. Fairbush, students will explore the themes of knowledge, collaboration, advocacy, identity, community, and empowerment.

**LESSON OBJECTIVES**

Students will be able to:

- Compose a multi-paragraph essay that develops a claim about the life and legacy of Ida Dora Fairbush and is supported by text based evidence
- Describe and analyze the challenges faced by Ms. Fairbush and how she overcame those challenges to advocate for citizens within the community

**ESSENTIAL QUESTIONS**

- Who is Ida Dora Fairbush and why is it important to tell her story?
- How does education lead to empowerment?
- Why have some ethnic groups been devalued or otherwise marginalized?

- Lessons have been developed for all grade levels PK – 12 and focus on a variety of identities:
  - African American / Black (AA)
  - Indigenous (IN)
  - Latinx/Hispanic (LA)
  - New American (NA)
- Each grade level includes at least 20 lessons focused on literacy, criticality, and the beautiful diversity of the BPS community
- Instructional materials can be found in google drive, including teacher-friendly lesson plans and student-friendly PPTs
- Lesson frameworks include a summary, objectives, essential questions, BLM Guiding Principles, text resources, key vocabulary, and multi-modality instructional steps

Buffalo Public Schools – Office of Culturally & Linguistically Responsive Initiatives

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# Emancipation Curriculum – Grade 5 Example

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Type ▾ People ▾ Modified ▾

Name ↑	Owner	Last modified ▾	File size	
Grade 1	Office of CLRI	Jan 15, 2024 me	—	⋮
Grade 2	Office of CLRI	Jan 2, 2024 me	—	⋮
Grade 3	Office of CLRI	Jan 2, 2024 me	—	⋮
Grade 4	Office of CLRI	Jan 2, 2024 me	—	⋮
Grade 5	Office of CLRI	Jan 8, 2024 Office of CLRI	—	⋮
Grade 6	Office of CLRI	Jan 2, 2024 me	—	⋮
Grade 7	Office of CLRI	Jan 2, 2024 me	—	⋮
Grade 8	Office of CLRI	Jan 2, 2024 me	—	⋮
Grade 9	Office of CLRI	Jan 5, 2024 Office of CLRI	—	⋮
Grade 10	Office of CLRI	Jan 5, 2024 Office of CLRI	—	⋮
Grade 11	Office of CLRI	Jan 5, 2024 Office of CLRI	—	⋮
Grade 12	Office of CLRI	Jan 5, 2024 Office of CLRI	—	⋮
Grade K	Office of CLRI	Jan 2, 2024 me	—	⋮
Grade PK	Office of CLRI	Jan 2, 2024 me	—	⋮

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Type People Modified

Name	Owner	Last modified	File size
-Emancipation Curriculum 2.0- Grade 5 Scope	Office of CLRI	Jan 10, 2024 Office of CLRI	5 KB
5.EC.AA.1_Protests Then and Now.docx	me	Jan 13, 2024 Enadrienne Du...	346 KB
5.EC.AA.1_Protests_ Then and Now.pptx	me	Jan 13, 2024 Chelsey Smith	2.2 MB
5.EC.AA.2_Songs of Liberation.docx	me	Jan 8, 2024 Office of CLRI	876 KB
5.EC.AA.2_Songs of Liberation.pptx	me	Jan 8, 2024 Office of CLRI	5.7 MB
5.EC.AA.3_Policing in Our Communities.docx	me	Jan 13, 2024 Enadrienne Du...	373 KB
5.EC.AA.3_Policing in Our Communities.pptx	me	Jan 13, 2024 Chelsey Smith	4.9 MB
5.EC.AA.4_My Identity- Where Did We Come From .docx	me	11:56AM Office of CLRI	838 KB
5.EC.AA.4_My Identity- Where Did We Come From .pptx	Office of CLRI	Jan 13, 2024 Chelsey Smith	3.6 MB
5.EC.AA.5_Celebrating Juneteenth.docx	me	Jan 13, 2024 Chelsey Smith	542 KB
5.EC.AA.5_Celebrating Juneteenth.pptx	me	Jan 13, 2024 Chelsey Smith	3.4 MB
5.EC.IN.1_Jingle Dress Created from a Pandemic.docx	Office of CLRI	Jan 13, 2024 Enadrienne Du...	897 KB
5.EC.IN.1_Jingle Dress Created from a Pandemic.pptx	me	Jan 13, 2024 Chelsey Smith	1.7 MB
5.EC.IN.2_The 3 Sisters and the Ganondagan Raid.docx	me	Jan 13, 2024 Enadrienne Du...	1.5 MB

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5.EC.AA.5\_Celebrating Juneteenth .DOCX

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**OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES**  
**Emancipation Curriculum**

Grade: 5  
 Lesson: Celebrating Juneteenth  
 Duration: 50 minutes  
[Link to PPT](#)

**BPS INSTRUCTIONAL PRIORITIES**  
*As you execute these lessons please remember:*  
*Use of District Approved Materials with Fidelity – All Students Read – All Students Write – All Students Explain Their Thinking – All Students Engage in Grade-Level Content - Differentiation*

**LESSON TITLE: Celebrating Juneteenth**

**SUMMARY:** In this lesson, students will learn the history and traditions related to the celebration of Juneteenth, a holiday that many African Americans celebrate every year. Students will read the text excerpt, *Celebrating Juneteenth*, to learn why and how Juneteenth is celebrated in America and locally in Buffalo. Students will compare Juneteenth to the 4<sup>th</sup> of July and create a poster explaining the history of Juneteenth.

**LESSON OBJECTIVES**

Students will be able to:

- understand and explain the significance of Juneteenth to African American history.
- compare Juneteenth to the 4th of July.

**ESSENTIAL QUESTIONS**

- Why is it important that we learn about and celebrate Juneteenth?
- How is Juneteenth similar to the 4<sup>th</sup> of July? How is it different?
- What does it mean to be free?
- What conclusions can you draw about the ways that people celebrate and define freedom in the U.S.?

**NYS STANDARDS**  
 ELA

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**NYS STANDARDS**

ELA

- 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
- 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.
- 5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.

Social Studies

- 5.6C Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

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**BLACK LIVES MATTER GUIDING PRINCIPLES**

*Discuss these principles and have students talk about how they connect to them.*

- **Collective Value** means that all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location, matter.
- **Empathy** is one's ability to connect with others by building relationships built on mutual trust and understanding.
- **Diversity** is the celebration and acknowledgement of differences and commonalities across cultures.
- **Loving Engagement** is the commitment to practice justice, liberation, and peace.
- **Restorative Justice** is the commitment to build a beloved and loving community that is sustainable and growing.

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**VOCABULARY**

- **emancipation**: the fact or process of being set free from legal, social, or political restrictions; liberation
- **milestone**: an action or event marking a significant change or stage in development
- **Emancipation Proclamation**: President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863. The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."
- **13<sup>th</sup> Amendment**: The Thirteenth Amendment to the United States Constitution abolished slavery and involuntary servitude, except as punishment for a crime

**TEXT AND RESOURCES**

Text: [Celebrating Juneteenth](#)  
 Source: [ReadWorks](#)

Appendix A: Juneteenth Flag  
 Appendix B: Venn Diagram  
 Appendix C: Text



**LAUNCH (10 min)**

1. Play the video [Juneteenth Song for Kids \(w/ Alphabet Rockers\)](#). Ask students to listen carefully to the message of the video and to predict today's topic. Have them write down two or three important words they heard in the song.
2. Explain that today we will be learning about the history and significance of Juneteenth, how it is celebrated nationally and in Buffalo, as well as comparing it to the 4<sup>th</sup> of July.
3. Introduce vocabulary through the game: Vocabulary Four Corners:
  - Put vocabulary words in four corners of the room. (More than one vocabulary word can be in a corner.)

• Explain that you will say a vocabulary word and if they know it, they will go to that corner and share its meaning.

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**PROCEDURAL STEPS (20 min)**

4. Provide some brief background information about Juneteenth:
  - Juneteenth is a celebration of the day that enslaved Africans in Galveston, Texas, learned they were free.
  - President Lincoln signed the Emancipation Proclamation on January 1, 1863. Congress passed the 13th Amendment, which made slavery illegal, on January 31, 1865. But the information was slow to spread to the southern states during the Civil War.
  - After the war was over, Union officials traveled to the South.
  - On June 19, 1865, Major General Gordon Granger and his troops came to Galveston with news that the war had ended and the enslaved were free.
5. Watch the video: [What is Juneteenth?](#) (1:15 min, PBS Kids).
6. Facilitate a reading of the text, Appendix C: [Celebrating Juneteenth](#) (differentiate according to students' needs – whole group, independently, small groups).
7. Facilitate a post-reading discussion:
  - Why do you think it took so long for the news to reach Galveston?
  - Explain: Not all enslaved people were happy about the news of freedom. Why do you think this was? (Answer: It was a solution, without resolution- continued fears of securing a job, housing instability, food security. Newly freed families were forced into sharecropping, which limited their freedoms and forced them to live in extreme poverty.)
8. Provide some information about how Juneteenth was celebrated:
  - Parties were held in backyards, African American churches, and rural areas.
  - Juneteenth became a Texas state holiday in 1980. The day is now officially recognized as a holiday by the entire United States.
  - Today, celebrations often include barbecues with special-occasion foods.
  - People wear new or fancy clothes to celebrate their freedom from slavery dress codes.
  - Fishing, baseball, and other outdoor activities are often enjoyed.
  - Families and friends gather to sing spirituals, pray, and dance.
9. Watch the video: [Juneteenth in Buffalo](#) (1:52 min, Spectrum News).
10. Facilitate a discussion using the questions: How is Juneteenth similar to the 4<sup>th</sup> of July? How is it

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12. Show students the Juneteenth flag (**Appendix A**). Explain to students that the Juneteenth flag contains symbols that have different meanings. Use the information below to explain the meaning behind the star, burst, the arc and colors:
  - Designed in 1997 by Ben Haith and Lisa Jeanne Graf and later revised in 2000.
  - **The Star:** The white star in the center of the flag has two meanings. For one, it represents Texas, the Lone Star State. The star also goes beyond Texas, representing the freedom of African Americans in all 50 states.
  - **The Burst:** The bursting outline around the star is inspired by a nova, a term that astronomers use to mean a new star. On the Juneteenth flag, this represents a new beginning for the African Americans of Galveston and throughout the land.
  - **The Arc:** The curve that extends across the width of the flag represents a new horizon; the opportunities and promise that lay ahead for Black Americans.
  - **The Colors:** The red, white, and blue colors represent the American flag, a reminder that enslaved peoples and their descendants were and are Americans.
13. Facilitate a discussion: What conclusions can you draw about the ways that people celebrate and define freedom in the U.S.?

**CLOSURE (20 min)**

14. Have students choose one of the activities to complete:
  - Write a 6-line song or poem about Juneteenth using four vocabulary words. Challenge students to create a melody or find an instrumental piece to recite their rhyme, song, or poem to. Encourage students to sketch or draw a picture to go along with their song or poem.
  - Create a poster for your school educating other students on Juneteenth and its significance in African American history. Encourage students to draw pictures and include information about Juneteenth.

**DIFFERENTIATION**

- Use pictures with your vocabulary words, when possible.
- Use the audio reading of the text [Celebrating Juneteenth](#), which is available through ReadWorks.org.

**SPECIALLY DESIGNED INSTRUCTION**

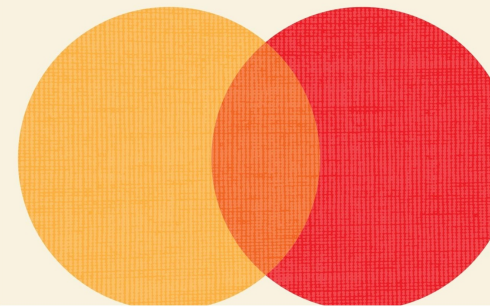
(Intentionally left blank, for Special Education teachers to add the appropriate SDI for the lesson)

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Appendix B:

## Juneteenth vs. 4th of July

Juneteenth



4th of July

Appendix C:

### Celebrating Juneteenth

from Readworks.org

Juneteenth is an important holiday in American history. It honors the day in 1865 when enslaved people in Texas found out they were free. This day marked a major milestone on the path to ending slavery throughout the U.S.

On June 19, 1865, Major General Gordon Granger of the Union army arrived in Galveston, Texas. He informed the enslaved people of Texas about the Emancipation Proclamation. The Emancipation Proclamation was a speech made by President Abraham Lincoln two years earlier, on January 1, 1863. It stated that enslaved people in many of the southern states were now free. President Lincoln gave this speech during the height of the Civil War. But by the time the Union soldiers made it to Texas, the Civil War had ended. It took over two years for this message to reach the people still enslaved in Texas!

More than 250,000 people celebrated their newfound freedom on June 19. Soon after, many of these freed people decided to migrate to northern states to start a new life. But they continued to celebrate Juneteenth year after year and to share this holiday with their community.

In 1872, a group of formerly enslaved people raised money to buy 10 acres of land near Houston, Texas. They named this land 'Emancipation Park'. To this day, many Americans celebrate Juneteenth in this park to remember their history.

Texas also holds a special parade to celebrate this day. Thousands of people participate and enjoy learning and celebrating African American culture and history. They fly the Juneteenth flag. The Juneteenth flag has a white star that symbolizes freedom and new hope for African Americans.


Juneteenth is a day to remember the triumphs and struggles of African Americans. Even though enslaved people in Texas learned of their freedom on Juneteenth, they still faced violence, discrimination and inequality. That is why Juneteenth celebrations are so important to many Americans. Juneteenth recognizes the hardships of gaining freedom and the importance of remembering Black history in the United States.

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## Rising Voices – Grade 5 Example

### RISING VOICES CURRICULUM


GRADE 5




RV5.1  
Urban Biologist




RV5.2  
My Life as an Ice Cream Sandwich




RV5.3  
When Marian Sang



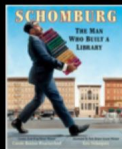
RV5.4  
Maya Lin: Light and Lines




RV5.5  
Selena: Queen of Tejano Music




RV5.6  
John Lewis



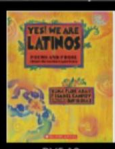
RV5.7  
Schomburg



RV5.8  
Tuskegee Airman



RV5.9  
César: Yes, We Can!



RV5.10  
Yes! We are Latinos

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# Rising Voices Mini-Unit Plan – Grade 5 Example

**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**

**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 Blues 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 take a deep dive into his experiences and delve into Music (origin and history of Blues), SS cultural connection (black or white ownership and marketing of music in America), ELA (identifying the text theme and forms of figurative language) and Science (states of matter and sound waves).

**UNIT AT A GLANCE**

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>FOCUS</b>	MUSIC	SS	ELA	ELA	SCI
<b>LINK TO PPT</b>	RVS.Day1.PPT	RVS.Day2.PPT	RVS.Day3.PPT	RVS.Day4.PPT	RVS.Day5.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 difference between the 3 states of matter: solid, liquid, gas. Write gist/summary sentences including main characteristics of sound waves.  Connect the volume and amplitude of sound waves to the detection of them in our ears.
<b>STANDARDS</b>	MUSIC Re7.1.5a Re7.2.5	ELA SS S1 S3 SS.6c	ELA SS S1 S2 S3 SS.1	ELA S2 S3 SS.1	SCI 5-PS1-1 4-PS1-1

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# 5-8 READING ANTHOLOGY

## EMANCIPATION CURRICULUM

### - Reading Anthology -

## GRADES 5 – 8

**EMANCIPATION CURRICULUM  
READING ANTHOLOGY**

GRADES 5 - 8

GRADE LEVELS	PAGE RANGE
5-6: Table of Contents	3-4
5-6: Texts	5-146
7-8: Table of Contents	95-98
7-8: Texts	99-224

**Note to Educators:**

Please utilize this anthology of Culturally and Linguistically responsive texts to support the implementation of the Buffalo Public School's Emancipation Curriculum. These texts present students with opportunities to critically engage in content that directly supports the four high leverage strategies outlined in the New York State Culturally Responsive Sustaining Education framework. Through inclusive curriculum and assessment, as well as high expectations and rigorous instruction, Black and Brown students will be welcomed into an academic environment that affirms their experiences and edifies their voices in daily instruction. All students will benefit from having diverse cultural experiences and gain profound respect for all in the school community; ultimately increasing their emotional intelligence and connections with humanity. Teachers will continue to receive ongoing professional development that addresses equity, social-emotional learning, and anti-racist pedagogical strategies that uplift and center joy around our students' varied identities, histories, and cultures.

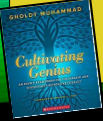

**Emancipation Curriculum Reading Anthology 5-6**  
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Associated Press, adapted by NewsELA "Ramadan lights contest to pick Detroit area's best-decorated homes"	Celebrating Across Borders	8
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Bronswick, Jonah E. "Court Vindicates Black Officer Fired for Stopping Colleague's Chokehold"	Policing in Our Communities	13
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Buffalo Public Schools – Office of Culturally & Linguistically Responsive Initiatives

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**Why Culturally Responsive Lessons and Texts are Critical for Cultivating the Joy and Genius of Our Students**

**“Curriculum must not only connect to the world, but must also disrupt hurt, harm, and pain in the world.”**  
**(Muhammad, 2022)**


Buffalo Public Schools – Office of Culturally & Linguistically Responsive Initiatives

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## CURRICULUM EXPLORATION

Please take a few minutes to access and explore the CLRI Curriculum. As you explore consider:

- What lessons are most useful to my content area?
- How can I best integrate these lessons into my classroom?
- What questions do I have?



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