

MONTCLAIR PUBLIC SCHOOLS



AFRICAN AMERICAN HISTORY MONTH

2022

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

We invite you to review these activities; converse with school leaders and teachers; and visit our schools as we acknowledge the contributions of African Americans throughout history. This document outlines just some of the many activities occurring within our school communities. Therefore, we thank you in advance for your understanding that this document is not an all-inclusive representation of the robust work occurring in our school communities during the month.

Dr. Jonathan Ponds
Superintendent

Dr. Kalisha Morgan
Assistant Superintendent for Equity,
Curriculum and Instruction

ELEMENTARY SCHOOLS
GRADES PREK - 5



AFRICAN AMERICAN
HISTORY MONTH

2022

BRADFORD SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2022

Bradford

In the school community

We plan to Honor The Past, Celebrate the Present & Inspire the Future!

Here at Bradford, we have embarked on “**journey work**” among them are:

- **Diversifying literature in all classrooms to reflect our student body, community and world. Literary works would reflect various and more importantly steer clear from the “Single Story” a narrative, Chimamanda Ngozi Adiche warns us all about.**
- **Implementing Bree Picower’s Elements of Social Justice in classroom lessons, and activities.**
- **Collaborate with AREA-C on transforming Bradford’s culture and climate to reflect a cultural awareness and responsiveness.**
- **Students will be creating a school wide mural with the assistance of the artist BoogieRez, that reflects empowerment, voice, while honoring the message of Freedom. More details to come...**

A schoolwide assembly starring Baba Bomani:

Grades K-2 assembly is a solo interactive Hip Hop performance, featuring music videos, multimedia presentations, call and response, as well as rhythmic movement with the audience. Students will rap along to original, professionally released music by Baba Bomani. Baba Bomani also tells the story of Frederick Douglass, as well as the story of the evolution of American music starting with the continent of Africa, moving on to Scott Joplin and ragtime music of the 1920's, then culminating in today's hip hop music.

Grades 3-8

This upbeat and active multi-media assembly explores the fun process of hip hop song writing while comparing the art form to the practical skill of essay writing. Using positive music videos and song lyrics, Bomani introduces students to his special "Bomani Armah wRiting System" (B.A.R.S), and they are encouraged to find and create art that reflects their lives and aspirations. Baba Bomani also tells the story of Frederick Douglass, as well as the story of the evolution of American music starting with the continent of Africa, moving on to Scott Joplin and ragtime music of the 1920's, then culminating in today's hip hop music. Positive, motivating, and challenging!

- **Black History Month Trivia Game, Who Am I?**

Every morning students will announce 3 clues about an individual that is being honored for BHM, classrooms will engage in discussions, by the end of the day, the identity of that individual will be revealed. The pictures and clues of impactful individuals will culminate into a beautiful display in the main hall.

- **The Hallway Showcase will represent African American/Black cultures as well as honor Black Excellence that paved the future for everyone.**
- **A special Ghanian Orchestra will be gracing Bradford with their presence, and teaching our students the instruments and rhythms of their culture. This ensemble will give students the opportunity to explore and understand aspects of African culture through African music and dance. Due to COVID, their performance was moved to early May.**

In the classroom rooms

K

Dr. Cahill's Class

- We began Black History month with two books, "All the Colors We Are," and "The Colors of Us." These books explain the reasons why we are the colors we are, what melanin is, and all the different ways a person can be brown. Several follow-up activities to this, including determining what our own color resembled, and where our ancestry is from on the map. We also read "M is for Melanin" and "Let's Talk about Race," with follow-up activities, such as writing our own individual books called, "I am a Story."

We then read the book, "Africa is Not a Country" and talk about the many countries in Africa.

Currently, we are participating in the "Who Am I?" contest each day, and we make sure that after we guess, we follow up with a story or video about each particular person and the challenges they faced. For instance, yesterday we read, "Hidden Figures," and the children were surprised to learn that four Black women helped men launch into space, and no one really gave them credit.

We also try to connect Black History in an integrated way, for instance, in Science we are learning about Motion and that led into the study of sports, and so we brought in stories about Venus Williams and Lebron James.

This conversation will be ongoing all year, and not just this month.

Ms. Metzinger & Ms. Bailey

Classrooms will be learning about famous inventors for Black History Month such as Alfred Cralle, the inventor of the ice cream scoop and Philip B. Downing, the inventor of the mailbox, etc. We will have the students brainstorm their own inventions and encourage them to share their ideas with the class. Through literature, we will be reading books written by and/or representing African American/Black culture such as:

- Hair Love by Matthew A . Cherry
- Jabari Tries by Gaia Cornwall
- The Day You Begin by Jacqueline Woodson
- Rap A Tap Tap - Here's Bojangles- Think of That! by Leo & Diane Dillon
- I Love My Hair by Natasha Anastasia Tarpley

Plus the "Let's Find Out" magazines from Scholastic:

- The Coolest Inventions
- Blast Off with Mae Jemison!

1st

- During the 40-minute Social Studies/Science period the students will be focusing on celebrating the contributions of Black Americans. We will alternate learning about black scientists, (doctors, engineers

and inventors) with learning about black figures in the social sciences (artists, musicians, politicians/activists, athletes). In addition, we will continue to incorporate literature written by black authors/illustrators, focusing on nonfiction, fiction, poetry and short stories, into the student's English Language Arts program. We will use biographies as nonfiction sources of information. The children will demonstrate knowledge learned through various multidisciplinary projects and discussions. Sources such as BrainPop , SeeSaw and YouTube will be incorporated to show biographical videos.

2nd

Ms. Chanin & Ms. Bangs:

- 2nd grade classes will be learning about the importance that music has played in African-American history, lending courage during times of hardship and uniting people towards a common cause. The children will begin with the essential understanding that Black history began in Africa, and not in America. The students have already been learning about remarkable inventions/accomplishments that were brought to Europe by Africans (the Moors) during the Dark Ages, such as the decimal number system, universities and irrigation.

In February, students will build on this theme and learn that Black American music originated in Africa and learn a traditional African song. Then, through literature and videos of musical performances, students will learn how the music evolved in America. The musical progression will be as follows: spirituals/work songs, gospel, ragtime, blues, jazz, black rock, funk/soul, and hip hop. As a culminating project, each student will research one important musician and create a visual biography about that person using a trading card format. Examples of some of the musicians that will be studied are: Scott Joplin, Bessie Smith, Mahalia Jackson, Louis Armstrong, Duke Ellington, Ella Fitzgerald, James Brown, Aretha Franklin, Ray Charles and Pharell.

Ms. Russo

- Students will read and discuss biographies of various important figures of African American/Black heritage.

Each student will be assigned an African American person to write a biography about. This project will include a presentation to the class about the assigned person's life and a fact sheet about the person who was researched. The fact sheets will be copied and put into "books" so each child will be able to take home a book about Famous African Americans. Learn about Africa and African traditions through a thematic unit based on various African Folktales including the Anansi Series.

Students will be able to investigate various works of art created by African-American artists.

3rd

- Students will conduct a short research project about a prominent figure in American History. Students will choose from an approved list of Black Americans which include, but not limited to, poets, inventors, scientists, activists, authors, and/or athletes. They will utilize both

approved online resources and printed text to learn more about their person. They will write a biography and hone their word processing skills by composing their final work in Google Documents. Students will also continue to refine their audio/visual, as well as their note-taking and test-taking skills by viewing, listening, and discussing a variety of 3-2-1 Brain Pop videos covering a span of various themes throughout Black American History. These themes include but are not limited to Civil Rights, Music, Poets, and Social Activists. Students will present their findings to the class

4th

Mr. Liddy:

Students will broaden their understanding of African Civilizations. African Americans came from a continent that had great empires (more than just the Egyptians), culture and science and were connected to other parts of the world through trade. The culture of the African people is the foundation of the African American experience. In each of these lessons, we will also discuss important figures in African American history.

The students will also be given the name of an African American who has made significant contributions in science, innovations or technology. The students will research that person when they have down time during class or at home. They will create a Google Slide (one slide) depicting their person's profile. At the end of the month, I will compile all slides together and the class will get to see all the other students work. Each student will explain their person to the class as they appear/

Ms. Freeh:

We will be using the mentor text *The 1619 Project: Born on the Water* by Nikole Hannah-Jones and Renee Watson to reflect on and discuss the origins of American identity by chronicling the consequences of slavery and more. This book is written in verse.

- Google Slideshow: Person of the Day! Interactive slideshow that highlights the accomplishments of a prominent Black American. The slideshow starts with an interactive vote and includes photographs, information, and a child-friendly video.

- Read and discuss several selections from *Black Boy Joy* (Edited by Kwame Mbalia).

- We will be studying the poetry of Maya Angelou, writing our own free verse inspired by it.

- We are reading *A Good Kind of Trouble* by Lisa Moore Ramee and *Front Desk* by Kelly Yang in a small-group, weekly literature circle. Discussions will focus on Black Lives Matter movement, racism, and more.

- Highlight/Recognize our diverse books with black characters that we have in our classroom library – both fiction and nonfiction.

Ms. Macaluso:

Students will discuss why Black Lives Matter is a movement. They will also engage in powerful reading, *BLACK IS A RAINBOW COLOR*. In this highly acclaimed picture book, a child reflects on the meaning of being Black in a moving and powerful anthem about a people, a culture, a history, and a legacy that continues to live on.

5th

• The fifth grade will honor 58 heroes (one per student) in the African, Caribbean, and African American communities by highlighting their achievements and ongoing legacies. These figures have made significant contributions to the worlds of politics, civil rights, arts, math, science, and entertainment. These objects are in compliance with the Amistad Curriculum, which aims to honor the "contributions of African-Americans and the descendants of the African Diaspora."

Students will create a poster with photos and written summaries of the achievements and life-long legacies

Students will read a book on their individual and completing a project

Students will present their findings from their research to present to their fellow students (the list of historical figures can be provided if necessary).

In addition, each member of the team will introduce students to texts (in compliance with Amistad) that highlight the achievements and celebrate the rich history of African-Americans.

Students learn about important figures in Math and Science such as Katherine Johnson, Evelyn Boyd Granville, Neil de Grasse Tyson.

ABA

- Students will discuss who Brad Lomoax is and the impact he made to this country.

He was a member of the Black Panther Party and a disability rights activist who helped lead the 504 Sit-In in San Francisco.

- Students will construct a petition to Food Pomptonian to self-advocate for a picture food menu on their website.
- The students will begin by learning about what Black History Month is by watching a Brainpop video to help them understand why we are honoring and celebrating heroes in black history. We will discuss several black heroes throughout the course of the month such as Rosa Parks, Barack Obama, Harriet Tubman, Garrett Morgan, Martin Luther King, and many others.
- Some of the activities the students will be participating in is creating simple books based on the hero being discussed. Additionally, the students will be making traffic lights to honor Garrett Morgan. They will also be painting hearts with different colors to honor Martin Luther King (love comes in different colors) as well as observing a brown egg and a white egg. The class will discuss the different colors of the egg on the outside but once they are cracked, they are the same on the inside. The students will also be learning about Henry Brown and all about his freedom box. They will be reading a short passage about him and completing comprehension questions afterwards.

Related Arts

Technology

Students are learning about notable scientists, inventors, and females and how they are part of the history of technological evolution past, present and future as it relates to Black History Month.

Grades K-2

Current Events article study: Students will be learning about some notable African-American Pioneers in Science through a National Geographic article.

Grades 3-5

Students in each grade completed a current events article study through Newsela related to the topics of STEM & STEAM education and minority groups are under-represented in the fields of science, technology, engineering and mathematics. The article study included independent, group and whole class learning experiences.

Physical Education

Students will engage in discussion that highlights black athletes who have been leaders/role models. Their contributions will be connected to concepts being taught in class. We have recently discussed the Williams sisters' work ethic with students and plan to discuss Jackie Robinson's courage and confidence. Students will also create posters of athletes that represent the values we are always emphasizing in class.

Music:

- Students will use 'This Little Light of Mine' to connect the song and singing with the context of the Civil Rights Movement and the power of change. To teach and celebrate stylistic elements of Black American music as well as singing and instrumental technique.
- Students will learn to sing 'This Little Light of Mine' and discuss meaning of the lyrics within the goals of the Civil Rights Movement, how the song was used, and the use of voices for change. Students will create movements illustrating verse themes and imagery. They will also co-create and perform an instrumental accompaniment to perform while singing. After the final performance students will discuss how their voices (singing and otherwise) can be used for change now and in the future.

Spanish:

- Students will identify AfroLatinos who have made significant contributions to the world, not just the Americas.

CHARLES H. BULLOCK SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2022

Charles H. Bullock

In the school community

We are busy at Charles H. Bullock Elementary School using the entire year to engage students in a study of identity, justice, and action with the guidance of Bree Picower's Elements of Social Justice. Students will spend Black History Month researching notable figures for our "African-American History Through the Decades" project. That will transform our halls into a museum that all students will explore during the month of March. We will launch the month participating in the activities that support the Black Lives Matter campaign.

Social Justice Theme: Using Bree Picower's Elements of Social Justice, our school is in the midst of focusing on issues of social justice and social movements that make change. Teachers will share our schoolwide read, "The Proudest Blue" by Ibtihaj Muhammad, and other developmentally appropriate resources to help students understand the language of identity, justice, injustice, race, racism, upstander, bystander, and activist during classroom discussions. Using these and many other books in our Grade Level Social Justice Libraries, generously donated by MFEE, teachers will provide students with opportunities to examine examples of current injustice and lead them to understand how they can participate in social change, while providing them with the historical background knowledge to recognize the strengths and resiliency of their communities.

Black Lives Matter Week: January 31-February 5

Each day teachers will facilitate discussions with the following Black Lives guiding principles in mind using developmentally appropriate videos and read-alouds. Students will engage in conversations in brave, safe spaces that allow them to share openly, and ask questions to learn more about the world in which they live. Our morning announcements will remind students of the theme of each day.

Monday: Introduction to the 13 Guiding Principles
in developmentally appropriate language for elementary students.

Tuesday: Celebrate Empathy and Loving Engagement
John Lewis and "Good Trouble"

Wednesday: Celebrate Collective Value
Teachers will use the book "The Colors of Us" by Karen Katz and "I Am Enough" by Grace Byers to understand the importance of embracing all members of the community.

Thursday: Celebrate Black Women
Students will be introduced to Amanda Gorman through selected videos that highlight her work and the inaugural poem, "The Hill We Climb". Ms. Gorman found her voice as she assembled words on the page as a child writing poetry.

Friday: Celebrate Call to Action

After a week of learning about Black Lives Matter students will have a chance to share “What does Black Lives Matter Mean to Me at CHB” for our building-wide display. Teachers will pledge to incorporate a Black Lives principle into their curriculum.

“African American History Through the Decades”:

During the month of February, each grade level will choose African American people who have made notable accomplishments in their assigned decade from the 1960s to the present. Once all research is complete, an assortment of displays will line our halls and students will take a “museum walk” of CHB to learn more about history across the decades.

During the month of March, Students will travel through our halls and learn about African-Americans that helped shape the world we live in. Students in grades K-2 will visit every decade’s display and choose a prominent African American to draw a picture of showing why they are important. Students in grades 3-5 will visit every decade with a provided list of accomplishments for the 1960s-1990s in search of the people who match the accomplishments. Finally, they will choose a person from the 2000s, 2010s, and all of the related arts displays to write down the person’s name that they have learned about and an important accomplishment.

Each day our Morning Announcements will feature the accomplishments of notable African American people who helped to shape the world we live in.

MLK Day On: It is tradition at CHB to gather together for a “Day On” to learn and be of service on MLK Day. This year’s event was virtual but there were many ways for the Bullock community to be involved. Students submitted videos of how they continue Dr. King’s legacy of working for social change in their school and community. The Bullock PTA organized volunteers who packaged canned goods and toiletries for delivery to local groups. The packages included bookmarks decorated by Bullock students with messages inspired by Dr. King’s teachings.

K

Kindergarten (2010s-Present): Teachers will be using Google Slideshows and short video clips to help kindergarteners research and gather information about their notable people.

For presenting information:

- Ms.Vascimini's class will be writing sentence strips with information that they learned about Serena Williams’ life. For Jacqueline Woodson, they will be selecting one fact that represents something they learned about her and write the word in a speech bubble. Next, students will select a skin color paper that represents themselves, decorate it and attach it to the speech bubble showing who they are and what they learned.
- Mrs. Laurie's class will be writing facts on sentence strips after researching Simone Biles. For Kamala Harris, students will illustrate and write a fact on a framed piece of writing workshop paper.

- Ms. Rosas's class will be crafting astronauts after researching Victor Glover and writing a fact in a shooting star. For Ibtihaj Muhammad, students will be writing facts learned from their research.

1st

1st Grade (2000s): Children will learn about their individuals selected for the “African American History Through the Decades” project through read-alouds and various resources. In addition, teachers will focus on Black inventors and their inventions.

2nd

2nd Grade (1990s): Second graders will work in small groups to conduct their “African American History Through the Decades” research. They will present the information they learn on a chart paper sized poster with pictures and facts.

3rd

3rd Grade (1980s): For the “African American History Through the Decades” project, third graders will work in groups to research important Black Americans from the 1980s. Each student will be responsible for one to two aspects of the person's life and will fill a puzzle piece. The puzzle pieces will be joined together to create a group poster to display in the hallway.

In addition, inspired by Dr. Martin Luther King's famous quote "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character," students named character traits, traced their hands, and listed those traits on the handprint. Students created a hallway display organizing the handprints into the shape of a peace sign with the quote side by side.

4th

4th Grade (1970s): Students will use a graphic organizer to guide them with their research on websites for the “African American History Through the Decades” project. Working in small groups, the 4th graders will create a page of the trailblazer they are researching using an Instagram-type template, which will include an image and a caption based on their research. The “Instagram-type” pages will be mounted on poster boards for display in the hallway.

5th

5th Grade (1960s): Fifth graders will use a newspaper template to research and write about their trailblazer from the 60s. The newspaper templates will be accessible for reading virtually. Share other ideas for learning with me that you have centered around Black History Month.

Every day during Morning Meeting, students will read about a notable Black person. In addition, during Community Building time, students will conduct classroom activities focusing on the book about Hidden Figures, the groundbreaking Black female mathematicians.

K-2

K-2 (2010s-Present): The class will be focusing on basketball player/activist Maya Moore for the Decades project. Through the use of videos, guided instruction and class discussion, students will learn how Moore, widely recognized as one of the greatest basketball players ever, left the sport behind in her prime to help advocate for the release of Jeremy Irons, who was wrongfully incarcerated at age 16 for a crime he did not commit. Irons and Moore are now married. After his release, Moore has continued to take time away from basketball to advocate for criminal justice reform. Students will create a visual, hands-on art project with pictures and facts to be displayed in the hallway.

3-5

(3-5): Students will research an individual person specific to their grade level. The individuals represent different achievements (sports, music, space and advocacy) and the students will be creating google slides to showcase their information. The slides will be printed and displayed in the hallway for the "African American History Through the Decades" project.

Related Arts

When visiting, **Math Curriculum Support**, students will learn about Charles H. Bullock, for whom our school is named, with the help of early black and white photographs and local newspaper articles. Third graders will also be introduced to math games that originated from Africa.

In **Library**: Our media specialist, will be reading different stories to the students and having discussions about the books, including:

- *Mae Among the Stars* by Roda Ahmed,
- *All Are Welcome* by Alexandra Penfold,
- *The Story of Ruby Bridges* by Robert Coles,
- *Through My Eyes* by Ruby Bridges, *The Other Side* by Jacqueline Woodson,
- *The Day You Begin* by Jacqueline Woodson, and
- *Yes We Can! A Salute To Children From President Obama's Victory Speech*.

In **Physical Education**, students will learn about the first African American athletes in major sports using a Google Slide of a virtual classroom that lists all the first African American athletes in each major sport. In each class, a different athlete will be highlighted and the sport they are associated with. After discussing the athlete, students will participate in an activity that corresponds with the sport of the athlete.

In **Spanish**, students will learn about notable afro-latinx people and celebrate their accomplishments. Using a slideshow students will be introduced to the cultural legacy of Afro-Latinos. A display will be made for students to reference the people they learn about in the hall.

Art and **Music** teachers will make a 1960's-present timeline display to complement the grade level research of each time period. The timeline will feature songs and art of Black Liberation, like James Brown's, "I'm Black and I'm Proud", the birth of Jazz, and contemporary music from Beyonce that exemplifies empowerment. The timeline will also include the contemporary art of Kahinde Wiley who painted the portrait of the first African-American president. On the display students will have the opportunity to view folk art that was made into signs, t-shirts, and other pop culture items. QR codes may be scanned by teachers so that students may listen to hear the song when their class is on the tour of our African American History Through the Decades Museum.

EDGEMONT SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2022

Edgemont

In the school community

Students will share daily “quotes of the day”, interesting facts, important dates, with the school community during afternoon announcements.

February 1st- launch of Black History Month- 3rd class sings “Lift Every Voice and Sing” on school intercom before afternoon dismissal.

Afrofuturism workshop (Kindergarten- 5th grade):

What is Afrofuturism? Afrofuturism combines science-fiction, history, and fantasy to explore the African-American experience and aims to connect those from the black diaspora with their forgotten African ancestry. Using visual teaching strategies (VTS) we will provide an introduction on the topic using specific works of art by a contemporary artist that collapses time to bridge future, past and present.

What is Afrofuturism? Workshop will include a small PowerPoint presentation to contextualize and introduce the subject to school-aged children that will be followed by a hands-on craft.

The presentation will run approximately 15-20 minutes followed by a craft that will take about 45 minutes.

We will be using the work found at the period room found at the Metropolitan Museum of Art called: We Could Fly as a reference and the craft will be based on Njideka Akunyili Crosby's wallpaper titled Thriving and Potential, Displaced (Again and Again and...) and local Newark artist Willie Cole's work.

We will have a full school Black History Month concert, scheduled tentatively for January 28. Our celebration will be a combination of pre-recorded and live songs, projects, presentations, including a performance from the Edgemont Band: *C Jam Blues* (Duke Ellington), *Freddie Freeloader* (Miles Davis)

Our 5th grade classrooms will start Black Lives Matter Week with community discussions and activities, as well as a food drive, and “activist” and “cause” study and project.

In the classroom rooms

K

We are planning to perform A Tisket A Tasket led by Mr. Mellman for the assembly.

Week of:

2/7- Read **The Crayons That Talked, Spoon**- Exploring differences. Writing- I am special because, My friend is special because. Craft- Make a spoon puppet and crayon writing activity

2/14- Read **That Is My Dream**- Langston Hughes- Writing- Language with Langston- What do you want to say to the World?

2/21- Tisket Tasket (Mr. Mellman) - Ella Fitzgerald- song. Writing- Kind words to share with school mates Craft- Make a basket and pass out kind words.

2/28- Read **Duke Ellington** and Bo Jangles- **Rap A Tap Tap**. Song- Duke Ellington and Ella Fitzgerald- It Don't Mean A Thing. Writing- What do you love to do?

1st

In celebration of Black History Month, the First grade will be setting up a Hall of Honor in our hallway, dedicated to the lives of African Americans. In class, the children are learning about some figures who contributed significantly to American society. They will also look at an amazing array of innovations and discoveries of some famous inventors, designers and technologists. Students will be assigned a specific person and asked to research and put together a project about that person. First graders will also hear a meaningful quote each morning, including George Washington Carver, Dr. Mae Jemison, Michelle Obama, etc. First grade will also read biographies and learn about famous black Americans. For our BHM Assembly, both first grade classes will be reading poems by Langston Hughes.

2nd

Second grade students are reading literature and articles about different African American artists, activities, scientists, etc. Students are working on projects that share the contributions of famous African Americans. Students are making Black History Booklets. Each day students read about the contributions of famous African Americans and take notes. Students are writing a report on a person of their choice. Both classes will work together to make a Quilt. Students start each day with a quote from a famous African American and discuss meaning and significance.

3rd

Third grade will continue their Civil Rights unit, and begin their Hero essays, based on *Abby Takes a Stand*. Students will also focus on the Harlem Renaissance. The next book is entitled *A Song for Harlem*. As students travel through the Harlem Renaissance and meet writers, artists, playwrights, musicians, entrepreneurs, dancers, choreographers and poets, they will recite poetry AND even dance the Charleston for the Black History assembly. After students read *A Song for Harlem*, students will follow Langston Hughes to Chicago and read *Finding Langston*. Students will also listen to and write African folktales, as they discuss the moral of the stories and include African proverbs.

Students will learn about African American inventors and scientists such as Garrett Morgan, Lewis Latimer, Charles Drew, Granville T. Woods, Elijah Mc Coy and Daniel Hale Williams. Parents will work with their child on a project about an ancestor they may want to emulate. Students will make a mask to honor that ancestor. It should be an African mask- it can be wooden, cardboard, clay, etc. and include African symbols, shapes and colors to remind the child of his/her ancestor. African masks were often used in tribal dances during harvest festivals, in processions to honor distinguished visitors and at the celebrations of important milestones to represent the presence of the ancestors, in recognizing rites of passage for community members. Students will share their masks during our African Writers' Gathering.

4th

Fourth grade students will continue to read, study and research famous African American

authors, writers, scientists, etc and create informative posters that share facts, talents, and influences. Students will also complete additional research projects at home, which will then be displayed in a museum so that all students in the Edgemont community can explore and learn more about Black History Month and different African Americans.

5th

Fifth grade students and teachers will work on a variety of activities in order to honor and recognize Black History Month.

1. Read and discuss the meaning of influential African American people's quotes during morning meetings
2. Picture Book Read Alouds to teach various reading strategies that also focus and teach about segregation and African American history: Richard Wright and the Library Card, Uncle Jed's Barbershop, Sweet Music of Harlem, Sweet Clara and the Freedom Quilt.
3. Create a Freedom Quilt together as a class, we will study the meaning of each patch, students will create a patch and combine them to create a Freedom Quilt- display the quilt for the school to see
4. Hidden Figures- study the life and contributions of Katherine Johnson, Dorothy Vaughn, and Mary Jackson; conclude with a movie
5. Black Lives Matter in School week activities
6. Practice note taking for Social Studies through short biographies of influential African Americans

HILLSIDE SCHOOL



**AFRICAN AMERICAN
HISTORY MONTH**

2022

Hillside

In the school community

- Week 1 Theme ~ 5 Day BLM Week of Action Plan:
 - Day 1: My History Matters - Black History from the Beginning
 - Day 2: My Music Matters - Freedom Songs
 - Day 3: My Money Matters - History of the 1921 Tulsa, OK Business District Massacre
 - Day 4: My Hair Matters - The Impact & History of Black/African Hair
 - Day 5: My Thoughts Matter - A Day of Reflection and Critical Thinking
- Week 2 Theme ~ Because of Them We Can:
 - Morning Announcements ~ **LITTLE-KNOWN** Black Scholars
 - Students will dress as superheroes to highlight the hidden heroes they're learning about
- Week 3 Theme ~ HBCUs:
 - Students will learn about the rich history and culture of HBCUs
 - Morning Announcements featuring staff members who attended HBCUs
- Week 4 Theme ~ BHM Spirit Week:
 - Student will participate in dressed themes (i.e. dress in all black for solidarity; dress in a shade of skin color)
- Conclusion Event of BHM: Family Movie Night - Grab your pj's and popcorn and enjoy a movie with the family (movie list will be shared)! Support a Black Owned Business for dinner, dinner specials will be offered to families.
- Hillside Cares honored Dr. Martin Luther King Jr. and showed support for the Montclair community by facilitating a Blessing Bags & Peace Notes Drive. Working alongside Glenfield student volunteers, many of whom are Hillside Alumni, Hillside families & staff donated nearly 500 bags to Montclair Emergency Services for the Homeless and other local agencies.

In the classroom rooms

3rd Grade

- Third graders will each pick an influential Black person, from past or present, to research! During the month of February, the students will view a variety of books and online sources to gather information on their chosen person. They will then complete a GoogleSlides biography project, and present it to the class on the last Friday of the month. Students will also learn about a black scientist/mathematician each school day during the month of February, With an extensive look at George Washington Carver. Students will recreate George Washington Carver's *Color Changing Carnation* experiment.
- Third graders will each pick an influential Black person, from past or present, to research! During the month of February, the students will view a variety of books and online sources to gather information on their chosen person. They will then complete a GoogleSlides biography project, and present it to the class on the last Friday of the month. Students will also complete a Gallery of Greats about this influential person to hang in the hallway.
- Students will participate in a Black History Month Wax Museum Project. Students will research an influential black person in both their ELA and math classes. After completing Google Slides to write about their influential person, students will write a speech as their person. As students are researching their influential person they will also complete subtraction math problems and design

a monument of their influential person. Finally, students will deliver their speeches on Flipgrid dressed as their person. On Thursday, February 24 students will come to school dressed as their influential person ready to answer questions as their person. Students will also have the choice to deliver their speech to their peers in person or watch their Flipgrid video.

- As an overarching project that develops reading comprehension of informational text including narrative non-fiction, and writing explanatory text using the writing process, students will select an African-American historical figure and conduct a short research project. Graphic organizers will be provided for research and for each stage of the writing process. The final report piece will be three-five paragraphs and include cited works. In addition, students will create a “quilt square” that depicts the historical figure and highlights important details. Together, all the quilt squares will form one quilt, a work of visual art, to communicate African American history. We will read and study the story *The Patchwork Path-A Quilt Map to Freedom* and take a virtual museum tour of historic African American quilts. As an interdisciplinary assignment, students will design and build a monument or memorial to the figure they choose to study, using the NGSS Science and Engineering Practices.

4th Grade

- Students will read about and discuss the lives and contributions of Black Americans. They will study heroes in science, technology, sports, government, media, and history. We will reflect on the contributions of Civil Rights Leaders and pioneers in their field. Each student will choose a Black American from the past or present, to research and present in a culmination slideshow.
- Students will read about and discuss the Civil Rights movement and other African American leaders. Additionally, students will also research influential Black Americans from various fields. The Google slideshow will be presented in class.
- Through various activities and projects, students will research, discuss, and appreciate the lives and contributions of leaders, scientists, educators, artists, writers, and athletes. Activities include creating timelines, songs, poems, and posters highlighting the achievements. As a culminating project, students will choose one inspirational Black American to choose as “Person of the Year,” and honor them with their very own “Time Magazine.”
- Students will use online resources to research the contributions of a Black inventor. Students will create a mini slide show highlighting the inventor's contribution(s), the impact of the invention (s) and pictures of the inventor. Students will create an advertisement for the invention. Students will present their mini slide show to the class. Throughout the month in math, we will highlight the contributions of Black mathematicians Annie Easley, Benjamin Banneker, Katherine Johnson, Mary Jackson, and Elbert Frank Cox. Throughout the month in ELA, we will learn about Black poets, authors and writers.
- Throughout the month, students will read and listen to texts celebrating the lives and contributions made by Black Americans. Students will also research an influential Black American. They will use their findings to create an infographic and present it to the class.
- Students will read about and discuss the lives and contributions of Black Americans. They will study heroes in science, technology, sports, government, media, and history. We will reflect on the contributions of Civil Rights Leaders and pioneers in their field. Each student will choose three Black Americans from the past or present, to research and pick a project from a choice menu. Completed projects will be assessed according to a rubric.

5th Grade

- Students will read about and discuss the Civil Rights movement and leaders. Students will also research influential Black Americans from various walks of life. The Google slideshow will be presented in class.
- Students will research important African Americans and their positive contributions to our country. Additionally, they will study important civil rights events (Sit Ins, Little Rock Nine, Selma, Montgomery Bus Boycott, The Children’s March, etc) They will complete assignments throughout the month regarding each event/person, culminating in the creation of our class “Freedom Quilt”.
- Students will research a variety of influential and important African Americans throughout the month of February. On a weekly basis, they will research two notable African Americans. The figures cannot share the same occupation, lifestyle, or accomplishments. They will complete two different activities from a choice board, which will be available both online and as a hard copy. The students will also be researching an influential African American of their choice. They will complete a Google Slideshow depicting the life and achievements of their influential African American.
- Students will learn about the history of Historically Black Colleges and Universities. Each day of one week in February, they will learn about a different school and its impact on Black America. They will discuss the cultural significance and relevance of these schools today. Following the lessons, students will conduct short research projects on various H.B.C.U.s. They will present their findings to the class.
- Throughout the month, students will read and listen to texts celebrating the lives and contributions made by Black Americans. Students will participate in a reader's theater, Ayanna the Brave. This is a true story about how 7 year old Ayanna fought segregation in Oklahoma City. Finally, students will research an influential Black American. They will use their findings to create an infographic and present it to the class.

Related Arts

Drama Department:

- 5th Grade will learn about stage, television, and film star James Earl Jones.
- 4th Grade will learn about actress, choreographer, and director Debbie Allen.
- 3rd Grade will learn about stage, television, and film star James Earl Jones.
- Stage Management students will learn about James Wall, the first Black professional Stage Manager.

Lessons will include information on the life, education, and career of each individual mentioned above and will consist of presentations, videos of performances, video interviews, and assessments.

- 5th Graders will also complete a research scavenger hunt on Broadway and Film actors Viola Davis and Daveed Diggs
- 4th Graders will also complete a research scavenger hunt on Broadway and Film actors Audra McDonald and Denzel Washington
- 3rd Graders will be working collaboratively in order to stage one of three provided Readers’ Theaters.

Instrumental Music Department:

- **Drums of Thunder** - will be studying/learning some of the trademark musical phrases of some of the most important Jazz Drummers in history, do critical listening of their recordings and research their contributions to American Music.

- **Flute Trumpet and Clarinet** - Members will be exposed to some of the iconic figures of American Jazz (Dizzy Gillespie, Miles Davis, etc.) as well as those of R&B, Soul, Funk (James Brown, Stevie Wonder, Luther Vandross, etc.) so that they may not only bear witness to their massive influence on modern music, but pick up on some of their musical tendencies/techniques.
- **Hillside Drum Corp** - Members will identify, analyze and explore the playing of what is known as a “swing groove”. Playing this commonly used drum set pattern amongst themselves will initiate higher level listening skills/coordination, but also bring them closer to the history of American Music and its contributors.
- **3rd, 4th and 5th Grade Percussion** - Students will learn the “nanigo rhythm”, which is a syncopated African pattern that not only presents them with a means by which to explore syncopation, but do so inside of a triplet context.

NISHUANE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2022

Nishuane

In the school community

- Nishuane's Black Lives Matter Week of Action in School will take place over the course of this week (January 31, 2022-February 4, 2022). The overarching focus for this week will be learners exploring the changemaker within themselves. Nishuane's plan for Black Lives Matter Week of Action [may be found here](#).
- During morning announcements, students will be selected to present their Black History projects that they selected in their classes.
- Staff will be reading the book *Undefeated* by Kwame Alexander.
- Stakeholders will share their feelings about what makes their black beautiful.

In the classroom rooms

K

- Kindergarten students will:
 - Look at the book *28 Days* and read a short piece about different Black Americans at Morning Meeting.
 - Read Kindergarten appropriate biographies (Mae Jemison, George Wahsington Carver, Barack Obama, Harriet Tubman, Ruby Bridges, to list a few) on several Black Americans and write a short fact piece about them.
 - Write a more detailed piece about Ruby Bridges since they can identify best with someone close to their age.
 - Read a chapter book on brave explorers: Matthew Henson, Jean DuSable, and Esteban Dorantes.
 - Read about inventors: Madam C.J. Walkers and Garret Morgan.
 - Read *Little legends Exceptional Men in Black History* and *Bold Women in Black History* by Vashti Harrison.
 - Read different African Folktales and map their origin on a large map of Africa in the classroom.
 - Participate in the schoolwide BLM week of action.
 - Participate in a bulletin board project to display famous African Americans who helped change society (Martin L. King, Carter G. Woodson, Rosa Parks, Ruby Bridges, Leland Melvin, Louis Armstrong, Morgan Garrett, Bessie Coleman, Condoleezza Rice).

1st

- First Grade Students will:
 - Hear a short biography of a prominent African American during morning meeting. Pictures of each person will be posted in our classroom.
 - Complete a Can Biography project of an African American of their choice;

these projects will be displayed and each student will present their project to class.

- Participate in a virtual field trip with author Vashti Harrison. Students will be introduced to Jazz music and poetry highlighting African American singers (Duke Ellington, Bessie Coleman, Louis Armstrong) and poets (Maya Angelou, Nikki Giovanni, Langston Hughes and Amanda Gordon).
- Will participate in BLM week of action: children as changemakers and make a poster about what they would like to change in the world.
- Highlight an important African American through their participation in a slideshow, read aloud or song.
- Discuss vocabulary: a cause and changemakers.
- Participate in extension activities that will be posted to SeeSaw as well to work on independently.
- Participate in a daily morning meeting in which they will hear from a book (*Little Leaders* by Vashti Harrison) or listen to a video to learn more.

2nd

- Second Grade Students will:
 - Partake in a Famous American project, biography studies, and book studies (including realistic fiction and biographies).
 - Participate in a Bottle Buddy project.
 - Engage with instructional materials that feature video clips and worksheets on Black artists and inventors [Share Black History Month](#), Norma Sklarek Architecture Project <https://www.youtube.com/watch?v=cdeuC116vRg&t=48s>
 - Participate in a Daily About Me highlighting influential African Americans on Seesaw
 - Create a Cereal box project
 - Explore books featuring Artists and Inventors
 - View short videos/bios on famous African Americans in history
 - Participate in a *Follow the Drinking Gourd* book study
 - Research, write, and present their Famous Americans/Change Makers biography reports. Students will be introduced to an influential or historical African American through read- alouds/videos, or activities during February.
 - Participate in a Black History Jeopardy Game at the end of the month.
 - Watch BrainPop Jr. videos on notable African Americans and demonstrate comprehension by completing a quiz after viewing/listening to the videos.
 - Create and maintain a Black History Folder that will contain all worksheets, reports, and activities related to Black History Month.

Related Arts (SNAP)

- Students in Nishuane's SNAP classes will:
 - **Physical Education:** Our bulletin board will have a display of different African American athletes showing different sports as well as a slide show during our

PE classes showing different gymnastic athletes and other major sports.

- **Art:**
 - **Kindergarten:** Coloring pages of famous Black Artists as portrait extension,
 - **Grade 1:** Kehinde Wiley inspired self-portraits
 - **Grade 2:** Bisa Butler inspired self-portraits; bulletin boards highlighting contemporary Black Artists, Black History Month music playlist

- **Technology:** In each class we will learn about the various African Americans that have contributed to advances in Technology. A poster titled Seven Black Pioneers in Computer Science will be posted as well. We have also previously addressed this in technology classes when we learned computer coding back in December.
<https://drive.google.com/drive/folders/1rffElmtyb6uCUzIAUTediXo64oKmbgev?usp=sharing>

NORTHEAST SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2022

Northeast

In the school community

In the classroom rooms

K

Kindergarten Black History Month Lessons and Activities

1. Scholastic "Let's Find Out" video and issue The Coolest Inventions with extension activities about African American inventors (Garrett Morgan, Alfred Cralle, Lyda Newman and Philip Downing)
2. "Blast Off" with Mae Jemison Scholastic issue and read aloud, Ron's Big Mission , then making shape rockets
3. Read alouds, discussions and making a mini book about Ruby Bridges
4. Nonfiction read-alouds and discussions about notable African Americans (Rosa Parks, Barack Obama, Kamala Harris etc.)
5. fiction stories with multicultural characters making change (Amazing Grace, Grace for President and Milo's Museum)

1st

The first grade team will be researching and writing a nonfiction informational piece ("All About book") on Ruby Bridges, Jackie Robinson, Barack Obama, and Harriet Tubman. In addition we will learn about several Black inventors and explain how their inventions solved problems.

2nd

Objective: At the end of each week students will be able discuss at length the contributions of influential BIPOC after completing varied activities such as writing biographies, watching videos or doing comprehension activities in groups or individually. Each week will focus on different aspects such as activism, sports, musicians, scientists and inventors. The focus will be a global perspective and will incorporate figures such as Nelson Mandela, Wilma Rudolph and Nanny of the Maroons. At the end of each week there will be a culminating activity such as writing a biography or classroom discussions.

Resources will be from the following websites.

Brain Pop, Education.com, Youtube, Discovery Kids, Classroom library/Scholastic

News/Epic/Sankofa Read Aloud

3rd

3rd Grade will be doing book studies using the "Who Was...?" book series with a focus on notable African-Americans. The names include MLK, Frederick Douglas, Michelle Obama, Maya Angelou, Barack Obama, Rosa Parks, Louis Armstrong, Jackie Robinson, and Harriet Tubman.

We will also be researching and following the 2022 African-American Winter Olympic athletes- which also ties into a book study we are doing in our classrooms about Wilma Rudolph.

The children will research together and create posters to display their learning, which will be displayed for the school to enjoy.

4th

We are researching our Notable African American people - the students will research and write a report on it. At the end of the unit we will have our annual Wax Museum where they will dress up as their person and talk about them as if they were them.

We are also compiling an ABC book of Black History - the students will learn about different African American people or events. While learning they will compile the facts they have learned on a google slide. Their information comes from articles, videos, and songs.

5th

The 5th grade will be covering notable African Americans throughout history. Students will randomly pick from a list of names and using websites provided, will research the life of their person to be shared aloud in class. They will learn about the early lives, challenges, accomplishments, and achievements of notable and not so well known African Americans, including Dred Scott, Nelson Mandela, Charles Drew and Sarah Goode are just a few examples.

During the month, students will also learn about several other African Americans and the many accomplishments, challenges and experiences throughout their lives. Students will listen to speeches by MLK, Malcolm X. They will learn about African American scientists like George Washington Carver, athletes like Serena Williams and Michael Jordan, and musicians like Billie Holiday and Bessie Coleman. We will be listening to music, story telling, oral histories, recipes to learn about lives and experiences of African Americans in the past and present.

Resource/Self-Contained classes

1. Morning Meeting slides: Feature a lesser known but just as important Black history maker.
2. Writing: Have my students research and share about a lesser known but just as important Black history maker that they discovered.
3. Mainstreaming: Supporting my students with their projects in their grade-level classrooms.
4. Introduction of Black History Month
5. Read Alouds by Black Readers during ELA Lessons
6. Reading/Writing - Answer comprehension questions (written and recorded responses) about notable African Americans. Explorer: Bessie Coleman, Inventor: Garrett Morgan, Current: Misty Copeland

Related Arts Classes

Art: We are learning about the role of Art & Activism in the BLM Movement. What does it mean to be an Art Activist? Who are Art Activists? We are studying Faith Ringgold(k-1), Bisa Butler (2-3) & Tijay Muhammed(4-5). How can we use Art to express our solidarity with Black and oppressed people locally and globally? How does art help us connect, communicate and liberate one another?

Library: These are the picture books that will be read in library class for Black History Month.

- Hidden Figures by Margot Lee Shetterley
- Mae Among the Stars, by Roda Ahmed and illustrated by Stasia Barrington
- The Story of Ruby Bridges by Robert Cole
- I Am Jackie Robinson by Brad Meltzer
- Take a Picture of Me, James Van Der Zee! by Andrea Loney
- Fancy Party Gowns: The Story of Fashion Designer Ann Cole Lowe
- The Doctor With an Eye for Eyes: The Story of Dr. Patricia Bath by Julia Finley Mosca
- Schomburg: The Man Who Built a Library, by Carole Boston Weatherford
- Henry's Freedom Box: A True Story of the Underground Railroad by Ellen Levine
- Between the Lines: How Ernie Barnes Went from the Football Field to the Art Gallery,
- When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop (Coretta Scott King - John

Steptoe Award for New Talent) by Laban Carrick Hill and Theodore Taylor III

Music: Grades K & 1 will be introduced to the music of Miles Davis, Max Roach, Charlie Parker, John Coltrane, Thelonious Monk, Stanley Clarke and Ella Fitzgerald.

Grades 2 & 3 will learn about the book "To Be A Drum" by Evelyn Coleman. This book talks about how the heartbeat of Africa (the drum) remained the heartbeat of African Americans through our nation's history.

They will also learn about the famous photo "Harlem 1958", (also known as "A Great Day in Harlem"), and the many famous musicians featured in it.

PE: For Black History Month we are going to acknowledge two athletes both past and current per week in the gym that will be posted on the white board and discussed in detail before any activities, not just the feats they accomplished on the field but even more so what they accomplished off the field.

Global Studies: The K-2 grades are rehearsing for their North America, South America and Africa shows on March 10. They will start every class with instructional music that covers self worth, standing up and Black History. (Links available upon request). All students will be exposed to the concept of the African Diaspora throughout the world. Children will also be shown literature by black authors and narratives from black families. The upper grades have been learning about multiple perspectives and cognitive distortions, so racism will be discussed in this context.

WATCHUNG SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2022

Watchung

In the school community

October 31st - February 4th - All homerooms should begin each day discussing the topics listed below with their students.

Monday - Restorative Justice: When you hurt someone, it is important that you try to make things better. Saying sorry and walking away does not make things better. And, it is important to help kids make better choices so they do not make the same mistakes. **Discussion:** Ask the students how they would feel if someone in the class bullied them every day. What would they do? How would they feel? Have you ever been punished without a chance to talk through what happened and work out a solution with the people impacted? How did it feel?

Tuesday – Empathy: Caring how other people feel. It is important to put yourself in someone else’s shoes in order to understand how they might feel. **Discussion:** [Click Here to listen to “Those Shoes” by Maribeth Boelts.](#) Have a discussion about how everyone cannot afford food, clothes and other items like them. Have the students think of one item they would give up in their room to help someone else in need. Think of a time you had to work to understand someone who was different from you. How could you have learned more about them and how they felt?

Wednesday – Diversity: The world makes up many different people that like to do different things. It is important to include and not exclude. **Discussion:** Discuss the different traditions and cultural values that make the world great. Show how we are different in some ways (skin color, hair color, religions) but alike in many ways. Think of spaces in your life that are not diverse or are segregated and spaces that are more diverse or integrated (i.e. neighborhood, school, friends group) Do you spend more time in diverse or segregated spaces and why? What kinds of diversity or differences exist within the spaces that seem to be less diverse

Thursday – Loving Engagement: Treating all people fairly, with respect and being peaceful with everyone. Being able to celebrate differences. **Discussion:** [Click here to play the “Black Lives Matter song for Kids”.](#) Talk to your students about how important it is to be inclusive. Think about the neighborhoods you move through, your school, your community, your social life. What situations are you most loving in, and in which spaces could you do more to defend and affirm people’s dignity?

Friday –Black Women: There are some people who think women are less important than men. **Discussion:** Show how women hold positions that were once dedicated to only men (Police, firefighters, Vice President of the U.S. etc.).

Civil Rights Movement Assembly - Watchung will host a school-wide assembly on February 1st delivered by the Hip Hop Fundamentals called the “Civil Rights Movement.” Through hip

hop, this program teaches about student involvement in the American Civil Rights Movement, while also addressing racism, segregation, and the struggle for freedom that many students had to endure. It will also help us to kick off Black History Month at Watchung.

Diaspora West African Drum and Dance Tradition workshops - Classes in grades 3 - 5 will individually participate in a Diaspora West African Drum and Dance Tradition workshops. This program is an intense study of the elements of various Diaspora West African drum, dance, song, storytelling and masquerade traditions from Mali, Guinea, Senegal, Ivory Coast and Ghana.

Who Am I? Daily Announcements - Each day of the month, students will receive three clues during Morning Broadcast. Their teacher will decide if students will work alone, in partners, or as a class to come up with a guess. At the end of the day, we will reveal the mystery person. This activity will be used to promote classroom discussions.

Watchung Spirit Week - February 7th - 11th

Monday - Wear Black - For Unity

Tuesday - Wear Green - For Progress

Wednesday - Wear Yellow - For Success

Thursday - Wear Red - For Freedom

Friday - School Spirit - To show we are all ONE community

Student-Led Assembly at the end of the month - The assembly consists of music, dance, poetry, dramatic skits and written essays that are read to the school community by its author. The assembly also contains an element of multimedia presentations.

In the classroom rooms

K

Students will be introduced to several inspirational African Americans through a variety of multimedia tools. Students will then be writing one thing they learned about each individual and drawing a picture.

1st

African American Diorama- Students chose a book about an African American from the classroom library or their home library.

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

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

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

2nd

Students will be researching different individuals in partners and then will be creating simple Google slide presentations that students will have an opportunity to share with the class.

We will be doing a cereal box biography presentation. Project will be due on the 19th and will be presented until the end of the month. Projects will be on display in the annex. Will forward pdf. file that we are sending home.

3rd

Students will create a biography timeline to be displayed in the hallway, Martin Luther King Jr. Research Packet, Black History Month/Civil Rights unit of study, significant accomplishments of African Americans throughout history

Students will be viewing a slide show about Ruby Bridges and then will be working on a writing prompt "If I were Ruby Bridges, what would I do". Once the writing prompts are completed their will be a class discussion on what students learned and what they think of Ruby Bridges and her brave acts.

4th

Students will be taking a tour of the Underground railroad via a Scholastic interactive map. This interactive activity takes them through what a day on the plantation was like all the way to the escape to freedom. Students at the end will write a reflection on what they just learned and then a class discussion will be held.

Biography Presentation : Students will complete a powerpoint presentation on an African American person of their choice. They will present their presentation to the class.

5th

Hidden Figures Project - In order to further celebrate African American History Month, we will be researching famous African Americans that have made contributions to science, technology, law, philosophy, civil rights, education, literature, etc. If you choose an athlete it must be for something they have done in terms of breaking barriers or changes they made to society... not stats! Students will write an essay using Google Docs that covers the following topics:

Their chosen person's birthday and the year they died if they are no longer alive. Discuss their childhood and education.

Pictures related your chosen person

The person's accomplishments

Obstacles the person overcame

Why is this person important to American History?
Any other facts you would like to include

I would like your project to be creative, organized and include pictures. When the projects are finished, each person will be required to share their project!

World Language

Music

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

Art

Students are learning about the role of Art & Activism in the BLM Movement. What does it mean to be an Art Activist? Who are Art Activists? We are studying Faith Ringgold(k-1), Bisa Butler (2-3) & Tijay Muhammed(4-5). How can we use Art to express our solidarity with Black and oppressed people locally and globally? How does art help us connect, communicate and liberate one another?

MIDDLE SCHOOLS

GRADES 6 – 8



AFRICAN AMERICAN HISTORY MONTH

2022

BUZZ ALDRIN MIDDLE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2022

Buzz Aldrin Middle School

In the school community

- **Schoolwide Morning Announcements** - Students will hear various morning announcements written by staff members to educate students on Black History Month. The morning announcements will include various components of Black History, American History, famous African-American historical figures and more.
- **Week 1 Advisories: Black Lives Matter Week of Action** - Students will participate in Black Lives Matters activities at school. They will learn about the Black Lives Matter movement, what it stands for, and how students can advocate for racial and social justice. This year's theme is the year of purpose.
- **Week 2 Advisories: Kids Can Change the World** - Students will learn how they can change the world as they learn the impact of children activism throughout the history of social justice and black history, who've made a difference in American History.
- **Week 3 Advisories: Black Health & Wellness** - Students will learn about the various Black Americans who have contributed to our nation's healthcare system. They will also look at mental health issues through the lens of an African American.
- **Week 4 Advisories: History of Firsts** - Students will learn about all the "firsts" for African Americans in American history, such as the first black female Vice President, first black Supreme Court Justice, first black President, etc. The students will discuss their impact on today's society and the importance of representation of African Americans in our society.
- **Black History Month Advisories** - Our school counselors will create different advisories for students to participate in their respective homerooms. Students will learn about the history of Black History month, its impact on past and current society, and also ways they can honor Black History month in the future.
- **Schoolwide Door Decorating** - Each Social Studies teacher and their classes will work to create a "Gallery Walk" of the various doorways throughout the building. Students will work collaboratively to research African American groups and individuals that pertain to seven different categories - Activists, Politicians, Scientists, Mathematicians, Inventors, Entertainment, and Sports. Their research will be displayed in an artistic format throughout the month of February. After the doors are completed, students will tour the building to explore and learn more about African American history, the contributions of African American History, and discover through the work of their peers.

In the classroom rooms

6th Grade - 8th Grade

- Students discuss the contributions of African Americans in the United States. They will examine population growth and compare the population of African Americans in various states compared to the total state population. Students will then perform various calculations utilizing mathematics to assist with data analysis.
- Artists from Studio Art and Mural Painting will highlight the work of Amanda Gorman's most recent poem called "A New Day's Lyric". The artwork will be featured in various locations throughout the school and in the form of Kindness Rocks.
- Students will create a mini dictionary of famous Black inventors and they will write about their famous inventors and then replicate their work through various projects, arts, and crafts.
- Students will analyze various quotations written by several influential and aspiring Black Americans. Students are also reading the *Watsons Go to Birmingham* and *To Kill a Mockingbird*. In context with the novels, the students will learn about Black history and the major events that took place during the time period when both novels took place.
- In PLTW, the students will research the contributions of Black Americans in the field of Engineering and Robotics.
- Students will read and watch Amanda Gorman's "The Hill We Climb" and write a personal story of a time where they were inspired by another person who paved the way for their success.
- Students will study the music and culture of the 1960s and 1970s among Black Americans. They will learn about the Freedom Riders and the Civil Rights Movement. Students will also learn about how music was influenced the times and the history during that period.
- Students will watch short videos highlighting famous mathematicians and scientists from past or present day. They will include videos on Janeya Griffin, Katherine Johnson, Fern Hunt, Benjamin Banneker, John Urschel, and more. They will also watch the PBS series called NOVA, which focuses on black men and women in STEM related careers.
- Students will examine women in the field of science to incorporate Black History Month and Women's History Month. They will learn about famous neuroscientist, Marlin Jones and biochemist, Mande Holford.
- Students in dance will research African American dancers and choreographers. They will study Harriet Tubman and her legacy, which will influence their upcoming dance performance.

- Students will participate in an interactive Scavenger Hunt with descriptions of famous African Americans and the reasons they are famous/what they are known for.
- Students will listen and learn to the music produced by famous African Americans who have shaped the music industry in our band and chorus classes. They will study famous musicians such as Miles Davis, Charlie Parker, Louis Armstrong, Sam Cooke, Whitney Houston, Ella Fitzgerald, Billie Holiday, Marvin Gaye, and many more.
- In health class, students will research and create presentations on famous African American doctors and researchers in the medical profession. They will research their discoveries and share how their discoveries have advanced and impacted our current healthcare system.
- Students will hear a Song of the Day that will focus on famous Black Musicians and artists. They will engage in class discussions on the cultural history of African Americans and the hardships they faced that impacted the music and arts industry.
- Students will learn about the history of Black Wall Street and then create graphic organizers about the challenges African Americans faced surrounding Black Wall Street.
- Students will learn about Youssou N'Dour, a Senegalese Grammy award winning singer and philanthropist. They will watch a video biography, listen to his music, and learn and discuss his accomplishments.
- Students will learn about the Montgomery Bus Boycott and its significance in the Civil Rights Movement.

GLENFIELD MIDDLE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2022

Glenfield

In the school community

Week 1 (Jan 31-Feb 4) - Black Lives Matter at School Week of Action

Black Lives Matter at School (<https://blacklivesmatteratschool.com>) is a national committee of educators organizing for racial justice in education. All educators, students, parents, unions, and community organizations are encouraged to join our annual week of action during the first week of February each year.

***Week 2 (Feb 7- Feb 11) African-American Career Day Interviews**

In years past it has been the tradition to have African-American professionals come to Glenfield for a morning of presentations to students. This year, to feature student voices we have arranged for a select group of 8th grade students to conduct the interviews of prominent professionals via Zoom. These interviews will be uploaded and blasted to families for the Glenfield community to view during the second week of February.

MEA 8:46 Project Literary Circle - Wednesday, February 9th

Ms. Stevana Sims, co-chair of the MEA 8:46 Project along with Brian Ford, lead the committee dedicated to addressing racism in education and beyond. Earlier this year, they held a "literary circle" on critical race theory and education. MEA members read an article with questions, then met on Zoom to discuss it. The next "literary circle" will be Wed. 2/9, at 6:00 PM on Zoom. The discussion will focus on the article, "From the Achievement Gap to the Education Debt" by Gloria Ladson-Billings. The reading and questions will be provided for participants prior to the meeting. This event is for MEA members only.

***Week 3 - The 6th Annual Karen Wingfield Growing up Montclair Panel Discussion**

The 6th Annual Karen Wingfield "Growing Up Montclair" Speaker Series will be taking place virtually at the end of February. This event was created by Vincent Pelli and Karen Wingfield when they realized the need to infuse into the classroom the local history of the African American experience in Montclair. Each year, Black Montclarions of different ages are invited to speak about their experiences growing up in Montclair as well as their experiences as students in the Montclair Public Schools. Past speakers include Diane Anglin, Dr. Renee Baskerville, Sandy Hunter, Roger Terry, Doris Spivey, and many more! We are excited to continue to keep Ms. Wingfield's spirit alive through a discussion of her two favorite subjects, the town of Montclair and its public schools! The link will be sent prior to the event.

Week 4 - Black History Month Door Decorating Contest - Week of Feb 21st

Glenfield is hosting an annual door decorating contest! All staff members of Glenfield may participate and team collaboration is encouraged! In celebration of Black History Month, the theme is "Destined for Greatness." Each door should feature a notable African-American that was celebrated for their contributions to Montclair, New Jersey and the United States. This

could be an individual or an organization. A panel of esteemed judges will be scoring the doors, including Principal Pierce, Vice Principal Pelli, and other Central Office administrators.

***Heart of Grace, Soul of Love Community Service Project (Jan 18- Feb 18)**

In honor and celebration of the life of Dr. Martin Luther King, Jr, Glenfield will be participating in the first “Heart of Grace, Soul of Love Clothing Drive.” Glenfield, through the work of Mrs. Stebbins Community Service class, will partner with Montclair Emergency Services of Hope (MESH) and Toni’s Kitchen to provide clothing and other needs to those less fortunate. The drive is from January 18 through February 18th. While Dr. King’s birthday may have passed, Glenfield is still committed to honoring his legacy of community service through Black History Month. Collection bins will be placed in the lobby of Glenfield’s main entrance

In the classroom rooms

6th

Educators will teach lessons during that week of action corresponded to the thirteen guiding principles of Black Lives Matter:

- Monday: Restorative Justice, Empathy, and Loving Engagement
- Tuesday: Diversity and Globalism
- Wednesday: Trans-Affirming, Queer Affirming, and Collective Value
- Thursday: Intergenerational, Black Families, and Black Villages
- Friday: Black Women and Unapologetically Black

House Anderson

In Social Studies, students will research notable African - Americans and their contributions to various areas- science, history, math, politics, sports, music and entertainment and writers and poets to name a few. Students will choose from a selection of names from the areas mentioned. They will write letters of appreciation, creating artwork and mini posters of their chosen person. Students will then present their work to the class so we can learn about each and discuss their achievements. A display in the classroom of their finished work. Black History Reading Comprehension Cards will be used as Do Now activities.

House Lofrano

Guiding Principles of BLM Week of Action will be explored each day in ELA and Social Studies. Ms. Lofrano is doing a read aloud with two picture books, All Because You Matter and Your Name is a Song, as an access point for the main themes of: Restorative Justice, Empathy, Loving Engagement, Diversey, and Globalism. The read aloud will be followed by a class discussion centered on those core themes. Mr. Groner will be using the Do Now/Mini-Lesson portions of next week to cover the historic, cultural, and modern understandings of the BLM Movement through the Theme of each day. In explaining the BLM movement in modern day America, Mr. Groner will also talk about how the “National Demands for BLM in School ” would shape the learning environment for all learners in a more inclusive way. In Social Studies we are currently wrapping up a broad unit on ancient Asian civilizations (Egypt, India, China, Japan), and so the BLM discussion will stand next to our

current topics. Throughout the conversations about development of civilization in these areas, Mr. Groner has pulled from core Amistad mandate concepts about the historic and cultural significance of our earliest ancestors emerging out of Africa and migrating throughout the world.

7th

Educators will teach lessons during the week of action corresponded to the thirteen guiding principles of Black Lives Matter:

- Monday: Restorative Justice, Empathy, and Loving Engagement
- Tuesday: Diversity and Globalism
- Wednesday: Trans-Affirming, Queer Affirming, and Collective Value
- Thursday: Intergenerational, Black Families, and Black Villages
- Friday: Black Women and Unapologetically Black

House Berman

Mr. Berman’s Social Studies classes will be studying the Emerging Atlantic World with a focus on the reasons for the introduction of African slavery, Africa and its diverse peoples, ethnic origins of the Africans brought to the Americas, and the Atlantic passage. With the NJ Amistad Curriculum as a backbone, students will engage in discussion of the morality of slavery as well as its social and economic consequences for African, American, and European societies. Lessons and activities will illuminate the forced migration experiences of the African peoples and the texture of their cultural backgrounds. Students will understand the enslavement of the African peoples in Europe and the Americas constituted only a part of their larger history, and Africans have played critically important roles in the making of American society as we know it today. The unit will culminate with students designing memorials to those who endured the Atlantic Slave Trade. Additionally, skill-based mini-lessons will introduce students to significant and influential figures and institutions in Black History like Fannie Lou Hamer, Voting Rights, and the Freedom Riders.

House Gill

Throughout the month of February, students will conduct research on famous African Americans. Students will present projects at the end of the month as a culminating activity.

8th

Educators will teach lessons during that week of action corresponded to the thirteen guiding principles of Black Lives Matter:

- Monday: Restorative Justice, Empathy, and Loving Engagement
- Tuesday: Diversity and Globalism
- Wednesday: Trans-Affirming, Queer Affirming, and Collective Value
- Thursday: Intergenerational, Black Families, and Black Villages

- Friday: Black Women and Unapologetically Black

House Titus

Students are reading the play "A Raisin In The Sun" and exploring themes such as The Great Migration, housing discrimination and family dynamics. Students are also exploring women in the Civil Rights Movement and spotlighting the poetry of Langston Hughes. In addition, in social studies students will explore the themes of slavery and liberation by examining the Amistad rebellion. Students will also research known and lesser-known notable figures in Black History and present their recitations to the class on Fridays. As a part of the recitations we will highlight influential figures in the struggle to gain voting rights. This will be a continuation of our exploration of the history of voting in the United States. Lastly, students will be treated to a video presentation by a local doctor named Joseph Ravenell who will discuss what motivated him to enter the science field and the work that he is currently engaged in, including his most recent TedTalk.

House Ramiccio

Mr. Cote's social studies classes will be working on student presentations of figures from history that highlight some of the many accomplishments of Black Americans throughout our history. Students will also be taking a deep dive into the civil rights movement with a general focus on the different approaches to achieving equality. Students will be able to understand that there was not a consensus and will discuss/debate which approach they feel was most effective. At the end of the month students should have a better understanding of the fight for equality, the many achievements of Black Americans and will reflect on how to fight back against racism, prejudice and stereotypes.

RENAISSANCE MIDDLE SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2022

Renaissance

In the school community

BLM Week of Action Activities:

RMS will be reviewing the 13 Principles of the BLM movement daily during advisories. Students will be encouraged to connect these principles to personal experiences, and our staff continues to pull resources to use some of the resources available on www.blacklivesmatteratschool.com) to also supplement the morning minutes. (RJ)

As a culminating activity, students will participate in the BLM Principles Contest. We are looking to do extension activities based on the morning minutes and principles. Students have four (4) different contest activities to choose from:

- Create a drawing inspired by one of the principles.
- Create a short video or TikTok that honors the principle.
- Write a letter to someone in your life or someone you have ever met who embodies one of the 13 principles. Share what you appreciate about them and/or why the principal made you think of them.

Students and families provided with activities to do at home in addition to activities provided at school. Students provided with prompts to respond to for each activity.

a. Learn about the Equal Justice Initiative efforts to educate and inform about USA history and its impact on modern civil rights work.

A: Equal Justice Initiative Memorial to victims of Racial Terror Lynchings (silent video): <https://www.youtube.com/watch?v=BRjegu1gv-U>

B: Video of Bryan Stevenson (founder of EJI) discussing his vision around creating the National Memorial for Peace and Justice and the Legacy Museum.
<https://www.youtube.com/watch?v=YRJX5jvORzQ>

*Prompt for response: Choose some images or events from the videos and websites you chose to watch. How do they impact or change your understanding about the relationship between Justice/Peace, the importance of remembering and facing our history, and how it ties in to the Civil Rights Movement. Explain how with words, a short video, or through art.

b. Get to know the National Civil Rights Museum

A: The summary visit of the National Civil Rights Museum:

<https://www.youtube.com/watch?v=UWDHj99rGeA>

B: Website of the NCRM: <https://www.civilrightsmuseum.org>

C: Longer (unofficial) tour of the NCRM: <https://youtu.be/gwwUP82NONo>

Prompt **for response:** After visiting each link, choose some images or events from the videos and websites.. How do they impact or change your understanding of Dr. King, the relationship between different demonstrations and actions for justice, and the Civil Rights Movement? Students asked to provide their reaction with words, a short video, or through art.

Suggestions provided for further family watching (middle school age and up): Selma, 13th, Just Mercy, John Lewis: Good Trouble

Suggestions provided for further family reading (all ages):

<https://baristanet.com/2019/02/15-books-for-children-and-teens-that-center-black-characters-and-the-b-lack-experience/>

Suggestions provided for beginning a family library of anti-racist works (all ages):


<https://baristanet.com/2020/06/starter-kit-of-resources-for-anti-racist-awareness-and-accountability/>

Students in dance electives and dance companies are working on choreography to be presented as an assembly to commemorate Martin Luther King, Black Lives Matter, and Black History Month. Student's choreography has been inspired by words, themes, songs, poems, visuals, and ideas of Black Lives Matter. Students in 7th grade chose the song, "Be Alive" from the motion picture King Richard about the lives of tennis stars Venus and Serena Williams. 8th grade electives are creating movement to the song, "Freedom" by Pharell Williams. Lastly, 8th grade dance company are generating movement to, "I Can't Breathe" by Her.

Black Lives Matter Songwriting Project

Students in songwriting classes will be studying the 13 guiding principles of Black Lives Matter. We will use these principles to write an original song in the same fashion as

Keedron Bryant and his mother. (Keedron Bryant's mother wrote the song,

 I just wanna live , one day after the killing of George Floyd. She wrote it in response to seeing George Floyd call out to his mother. Mrs. Bryant gave her son the lyrics to the song and asked him to pray and write a melody. One day later Keedron posted an a cappella version of the song on instagram and youtube. It quickly gained worldwide success and was reposted by President Barack Obama).

In the classroom rooms

6th-8th

The 7th grade held will have a teach-in on the life and legacy of Dr. Martin Luther King, Jr. on Friday, February 3.

The entire 7th grade will be holding a second teach-in on the Civil Rights movement during the month of February.

In Science, students will be learning about African American scientists.

The New York Federal Reserve held a Zoom field trip on February 1st. During the presentation, the presenters highlighted the life of Sadie Alexander, a pioneering African American economist. The Federal Reserve presenters made a connection about her research into the lives of African Americans who migrated to northern cities in the early 1900s and issues that economists might want to focus on today that concern social and economic well-being. We will also be reviewing the history of Seneca Village, an African American community of home-owners that was

destroyed to build Central Park.

Students will be researching an African American member of Congress or other influential African American politician and making a presentation on that person in class. This will be done in Government & Geography class on Fridays during February.

Students will take a virtual field trip to the African Burial Grounds in Manhattan, with a focus on what the site teaches us about how the earliest residents preserved and extended their culture in America. We will also study the enslavement of African Americans in New Amsterdam and early New York, with a focus on the myriad contributions they made in building this country.

Students continue to do an in-depth study of Dr. King Jr's Letter From A Birmingham Jail. (7th grade)

We have connected with Studio Montclair, who currently has an exhibit for the month of February titled Windows Into Black History. All grades are planning on taking a walking trip to visit the site.

In conjunction with the Black Lives Matter Contest, we are looking into the possibility of viewing a current exhibit at the Montclair Art Museum, titled Youth Bias Task Force Student Art Exhibition.

Project-Based Learning: (8th) Students will work in groups to research a topic to track and analyze its historical roots beginning in the 1800's throughout the 2000's. The final product is a student-created newspaper that includes articles that cover stories relating to their topic. The topics include the justice system, education, legislation, resistance, and so on. In addition to reporting their research, the group will write an editorial piece to explain the progress of their topic, if any.

- Students will read *To Kill a Mockingbird* by Harper Lee to analyze the role of racism and discrimination while comparing and contrasting modern day criminal justice is
- Ongoing study of prominent figures, unknown figures, and central issues of the civil rights movement.

MONTCLAIR HIGH SCHOOL

GRADES 9 -12



**AFRICAN AMERICAN
HISTORY MONTH**

2022

MONTCLAIR HIGH SCHOOL



AFRICAN AMERICAN HISTORY MONTH

2022

Montclair High

In the school community

Black Lives Matter at School's ongoing Year of Purpose still includes our Week of Action, which this year runs from January 31-February 4th. During the week of action, teachers across the nation engage their students in lessons about race, racism, intersectionality, and anti-racist movements.

- **BLM @ School Week 1/31/22 to 2/4/22**
- [Day 1 \(1/23\) MS/HS - Restorative Justice, Empathy, and Loving Engagement Lesson Plan](#)
- [Day 2 \(1/24\) MS/HS - Diversity and Globalism Lesson Resources](#)
- [Day 3 \(1/25\) MS/HS - Queer Affirming, Trans Affirming and Collective Value Lesson Plan](#)
- [Day 4 \(1/26\) MS/HS - Intergenerational, Black Families, and Black Villages Lesson Plan](#)
- [Day 5 \(1/27\) MS/HS - Black Women and Unapologetically Black](#)

MEA 8:46 Project Literary Circle - Wednesday, February 9th

Ms. Stevana Sims, co-chair of the MEA 8:46 Project along with Brian Ford, lead the committee dedicated to addressing racism in education and beyond. Earlier this year, they held a "literary circle" on critical race theory and education. MEA members read an article with questions, then met on Zoom to discuss it. The next "literary circle" will be Wed. 2/9, at 6:00 PM on Zoom. The discussion will focus on the article, "From the Achievement Gap to the Education Debt" by Gloria Ladson-Billings. The reading and questions will be provided for participants prior to the meeting. This event is for MEA members only.

Black Student Union:

Montclair High School students wanted to create an opportunity to not only celebrate but share with others during Black History month. Week of January 31, 2022 - BSU will post on their social media book recommendations for high school students daily Week of February 7, 2022 - BSU will read stories to elementary school students (Monday - Friday) Week of February 14, 2022 - BSU will play connect with middle school students through Kahoot (virtually) on Tuesday and Thursday Wednesday, February 16, 2022 - Black Student Union will take part in a Mountie Talk called "All Black Everything" Week of February 21, 2022 will be Black Student Union Edition Spirit Week. Please see the flier attached. Participation from the entire MHS community is encouraged. Take a picture based on the theme of the day and tag: Culmination of Black History Month, Black Student Union will host a toy drive that will benefit local shelters on Monday, February 28, 2022. All donations will be received in the front of the main building during the lunch period and after school.

Black History Month Moment through Stories:

Montclair High School students wanted to create an opportunity to not only celebrate but share with others during Black History month. Students from all elementary schools are invited to join story sessions during the week of February 7, 2022. Young people will meet high school students and learn about important people, moments, and ideas in Black History through stories.

Black History Month Moment through Games:

Montclair High School students wanted to create an opportunity to not only celebrate but share with others during Black History month. Students from all middle schools are invited to join story sessions during the week of February 14, 2022. Young people will meet high school students and learn about important people, moments, and ideas in Black History through games.

Black History Month Spirit Week (February 21st - 25th):

Market Monday - Support Black Businesses

Spotlight Tuesday - Record 20 second clip of favorite person in black history

Represent an HBCU Wednesday

Share a Quote Thursday

Wear All Black Friday

Moment of Silence - 12-12:01pm in memory of lives lost from the Middle Passage to Kenosha.

In the classrooms

9th - 12th

SOCIAL STUDIES

CSJ - Lab MP3 Religious Intolerance Grades 10/11/12

The Black Church in the United States.

Students will examine if there was a need for a Black Church - if so - what was it in response to. Is the Black Church solely a religious institution? Is the Black Church political?

CSJ - Human Geography - Grade 12

Students will begin the Chapter Food and Agriculture

Students will be asked to research the influence of "Soul Food/Southern Food".

Where is the Black (African /American) Cuisine in the American narrative?

All classes (gr. 10-12 Social Studies) will be engaging in lessons related to the Black Lives Matter At School Week of Action Feb. 1 to Feb. 5. Later in the month, grade 10 classes will start a unit on enslavement and the road to the Civil War. We will highlight several key aspects of the institution of slavery, and also resistance to it. My grade 11 class will be covering WW2, including the role of African-Americans and the Double V campaign.

CGI mixed grade elective class (10-12), are learning about what kind of influence of early black

musicians, the pioneers, had on the development of rock and roll. We are beginning our unit analyzing the roots of blues by studying artists such as Muddy Waters and Howlin' Wolf. We are applying their lyrics to the time period (1940s-1950s) as we incorporate paintings from Jacob Lawrence's series of Great Migration paintings. We are dissecting the concept of sharecropping and why Muddy Waters music was considered "sharecropping music" at first, as well as thematically weaving in the concepts of displacement in African American history. Eventually, we will see how black blues artists transform their sound in Northern recording studios, going "electric", and incorporating more of a pop music sound. This will be taught through the music of Chuck Berry and Little Richard, two outstanding artists for their time, performing to mostly white audiences. We will learn about the black Doo-Wop artists, and Gospel artists as well. I also plan to link the music of Bo Diddley to modern hip hop by the end of the month.

US 2 Honors has been exploring reparations and what that could look like for the United States. Following our study of the Tulsa Massacre in 1921, we looked at what the Tulsa Commission came up with in terms of an "apology", then looked at several historic and current examples of all different kinds of reparations being granted to folks from Indigenous Peoples to survivors of forced sterilization in North Carolina. We listened to a podcast with Nikole Hannah-Jones, read Coates, and a NY Times piece about reparations as well. The students wrote about and debated this topic thoroughly. We are also having Syreeta Carrington, the Restorative Justice teacher on special assignment to come in to have a conversation about Restorative Justice and the possibilities for individuals and communities to begin the healing process. This will set the stage for a further study of the work of Bryan Stevenson and the Equal Justice Initiative later in the spring.

ELA

CGI AP Language and Composition: The students will be studying August Wilson's play, Fences through which they will contextualize the discrimination of Troy Maxson, the main character, in the specific historic realities of sharecropping, the Great Migration, the Negro Leagues in baseball, & redlining. This study will lead students to a broader scrutiny of the American Dream.

English 10 Honors, we will begin our American Literature unit with lessons based on the 1619 Project, a New York Times initiative which seeks to reframe American history by exploring the consequences of slavery and the contributions of black Americans at the center of American's "national narrative".

CSJ Lit Honors and AP- We will be reading works by Hurston, Walker, Hansberry, Baldwin, and other Black writers.

For AP Lang & Comp (11): We will read Between the World & Me by Ta Nehisi Coates, as well as pieces by Charles Blow, NY Times op-ed columnist.

For English 10 H: We will listen to The 1619 Project and create oral histories about our families. We will also read The Narrative of Frederick Douglass.

For Sports & Literature (11 & 12): We will read NY Times articles about Black athletes: their sports, their activism, and their influence.

In Phil and Comp we will read Douglass' "Lesson of the Hour" to study his theory of how to fight institutionalized racism through the application of law.

In AP Lang. students will also read Douglass' "Lesson of the Hour" to study how he uses language and argumentation to make a point about violating civil rights.

In CGI AP Literature, students will read Hurston's *Their Eyes Were Watching God* to learn about black towns, internalized racism, women's desire, and bildungsroman genre.

In English, we will be reading Trevor Noah's memoir *Born a Crime*, which is a coming of age story of him growing up in apartheid South Africa. Students will read, reflect on, discuss and apply literary lenses to the text on their own, in Literature Circles during class, and in our larger group through Socratic Seminars.

In English 12H, students will be watching a TED-Ed talk by Amanda Gorman as well as a video of her performance at the inauguration ceremony. Students will be exploring poetry as a form of political expression and annotating and analyzing "The Hill We Climb" in order to gain a better understanding of its message.

Students will read and analyze Martin Luther King Jr.'s Letter From a Birmingham Jail. The use of rhetorical devices i.e. ethos, logos and pathos will be included in the analysis and finally a writing prompt based on the above.

In 11 Honors and AP Literature, students are engaged in a Modern/Post Modern Women of Color Poetry Unit beginning with Gwendolyn Brooks, Maya Angelou, Nikki Giovanni, Tracy K. Smith, Natasha Tretheway, and Amanda Gorman.

WORLD LANGUAGES

German 1 - Martin Luther King Jr. and the German connection

<https://www.forbes.com/sites/tanyamohn/2012/01/12/martin-luther-king-jr-the-german-connection-and-how-he-got-his-name/?sh=1e52ab435402>

German 2 - Struwwelpeter The Story of the Inky Boys (in German with activities)

<https://germanstories.vcu.edu/struwwel/bubeng.html>

German 3 - Namika - German Singer with roots in Morocco

Song - Lieblingmensch - activities around song. may Ayim

https://docs.google.com/presentation/d/1pVApEO3Q3KkcHwKfvANmGq0nYSG_zjxcPR6RZWRRUbo/edit?usp=sharing

German 4 - May Ayim - Poems by the Afro-German writer on stereotypes.

https://docs.google.com/document/d/1TIRv0FGdWlq2We5mZY_9h5Pn3joAwHoEl3mj09loCr4/edit?usp=sharing

French 3: Presentations/projects on French-speaking black celebrities/ important figures

French IV: Sugar Cane Alley movie set up in post slavery Martinique following the childhood of a young child trying to escape his destiny in the sugar cane fields.

French VAP/VI: Black Lives Matter articles and video reports and current event about BLM

Latin I-IV: Famous African American Classicists will be displayed on our bulletin boards in the classroom and we will discuss these individuals during our class.

Spanish IIIH. Spanish IVH. Grades 9-12.

Students will study the influence that the African culture had on the countries of Latin America. We will focus on learning about "AfroLatino" culture. We will celebrate AfroLatino culture through music, and students will see a different Afrolatino(a) musician each day throughout the month of February. We will listen to their songs, and analyze their lyrics, all while appreciating the love they have for their Afrolatino culture.

Spanish 5AP students are watching short videos about the history and origin of different music genres (Vallenato, Cumbia, Chicha, and Caporales) that have great influence of the African community in: Colombia, Bolivia, and Peru. Students are also making connections and comparing these music genres with music from their culture that also reflects african influences like Blues and Jazz.

SCIENCE:

10th Grade Geoscience Honors - Students will watch Hidden Figures as a class and have a class discussion based on questions regarding Black History, Women, and STEM that students will answer while we watch.

10th Grade Geoscience - Students will choose a black scientist in a field of their interest. They will create a page on the class website to inform their peers of the scientist they have chosen and their contribution to black history & science.

10th-12th Grade - STEM Project Based Learning Honors - Students with the help of their STEM teachers have compiled a list of black STEM innovators. Each student will choose 1 to create an informative poster that we will display on a student created website that we will share with MHS.

Anatomy & Physiology (mostly MHS seniors): Student groups will be preparing a Google slide

presentation on Black scientists or healthcare providers, living or deceased, with a focus on the obstacles the individual faced and how these obstacles were overcome. The project aims to accurately present the struggles people of color have faced in this country but also to celebrate Black scientists' and healthcare providers' accomplishments.

AP Biology (MHS juniors and seniors): Students will read and discuss a blog post written about the genetics of race. Students will focus on the understanding that there is no biological basis of race and how bogus science has been used to promote racism. Students will also discuss the biology of skin color with a focus on the importance of melanin on the survival of our species.

Career and Technical Education

Architecture & Design classes are studying the architectural plans, renderings and video clips of building tours of The National Museum of African American History & Culture in Washington, DC to all my students in various levels. I engaged them in a discussion on the purpose of the museum and the influence of the subject matter on the design. I also showed them an interview with the architect, David Adjaye, who is Black and a prominent British architect, as he discussed his design process for the museum and his design philosophy. All levels have an assignment to research Adjaye's body of work and write a paper about one of his other designs including information on the building and design process behind it.

Visual and Performing Arts

Art classes, comprised of 10th 11, and 12th graders are researching BLM Murals around the country and planning out ideas and sketches for a possible mural on the pavement of the circle driveway outside the auditorium of MHS.