

An Intentional, Authentic, and Inclusive Learning Experience

**Teaching Through the New Jersey Amistad Curriculum
the History of Africans and African Americans in the United
States and Their Role in Building This Nation**

A report of and recommendations from the NJEA Amistad Stakeholders Group

June 25, 2020

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An Intentional, Authentic, and Inclusive Learning Experience

Teaching Through the New Jersey Amistad Curriculum the History of Africans and African Americans in the United States and Their Role in Building This Nation

Edited by Patrick Rumaker
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June 25, 2020

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The purpose of the NJEA Amistad Stakeholder Group is to ensure that students receive an intentional, authentic, and inclusive learning experience, which will develop students' academic strengths and cultural sensibilities about the inclusive nature of history and acknowledge the contributions of Africans and African Americans to U.S. history through the New Jersey Amistad Curriculum.

TO: The NJEA Amistad Stakeholder Group, the Leadership for Excellence in Education Group, and the New Jersey Commissioner of Education

FROM: NJEA President Marie Blistan

SUBJECT: Recommendations from the NJEA Amistad Stakeholder Group to improve and enhance support for the Amistad mandate

I am pleased to submit to you “An Intentional, Authentic, and Inclusive Learning Experience: Teaching Through the New Jersey Amistad Curriculum the History of Africans and African Americans in the United States and Their Role in Building This Nation.”

Since it was established in 2002, the New Jersey Amistad Commission has played an essential role in supporting educators to fulfill the Amistad mandate into our schools. Through the commission’s resources, conferences, workshops and summer institutes, educators throughout the state have gone back to their districts ready to place African Americans at the center of American history.

While much excellent work has been done, there is so much more to do. That is the conclusion of the NJEA Amistad Stakeholder Group in this report, which offers its recommendations in this report. The NJEA Amistad Stakeholder Group, initially named the NJEA Amistad Advisory Board, includes coalition of education stakeholders representing educators, parents, school and district administrators, education advocates and the New Jersey Department of Education.

The NJEA Amistad Stakeholder Group also includes of a broad range of NJEA members and NJEA staff representing committees that oversee the association’s professional development program and the association’s commitment to racial, social, economic and educational justice. The task force also included NJEA members who have taken a lead role in implementing the Amistad mandate in their schools and districts.

In this report, you will find a summary of P.L. 2002, Chapter 75, the law that created the Amistad Commission and its mandate; an overview of the intersection between the work of the Amistad Commission and the New Jersey Student Learning Standards (NJSLS), including its Summer Institute program and its web-based curriculum; and recommendations from the NJEA Amistad Stakeholder Group to move the Amistad mandate forward.

In Appendix 1 you’ll find published articles about an exciting educational opportunity, The Amistad Journey. Appendix 2 provides a listing of key performance expectations in NJSLS-Social Studies, as

adopted by the State Board of Education on June 3, 2020, that have direct relevance to the Amistad mandate, while being mindful that the Amistad mandate can and must be implemented beyond social studies and integrated into all curricula.

On behalf of the NJEA Amistad Stakeholder Group, I want to extend our sincere thanks to the legislators who enacted the Amistad Law and to the Amistad Commission for its advocacy, training, and resources to help educators successfully implement the law. I also thank New Jersey Commissioner of Education Lamont Repollet both for his advancement of the Amistad mandate and for updating the Quality Single Accountability Continuum (QSAC) to include a requirement for evidence of teaching in accordance with the Amistad mandate. I wish to extend a special thank you to those who joined the NJEA Stakeholder Group, Chair Brenda Brathwaite and Staff Contact Gary Melton, Assistant Colleen Stevens, former NJEA Executive Director Ed Richardson, NJEA Editor Patrick Rumaker, Executive Assistant Shannon Pellegrino, and the thousands of educators across New Jersey who place Africans and African Americans at the center of American History.

Marie Bliston

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Chapter 75: Establishing the Amistad Commission

“An Act establishing the Amistad Commission and supplementing Chapter 16A of Title 52 of the New Jersey Statutes.”

On Aug. 28, 2002, P.L. 2002, Chapter 75 (Ch. 75), which established the Amistad Commission, was signed into law by Gov. James McGreevey. The General Assembly bill, A-1301, which led to Ch. 75, was sponsored by General Assembly members William D. Payne and Craig A. Stanley. A-1301 had 30 additional co-sponsors. Its Senate companion, S-1004, was sponsored by Sens. Shirley K. Turner and Joseph A. Palaia and had three additional co-sponsors. The legislation enjoyed nearly unanimous bipartisan support. A-1301 has passed by a vote of 78-1; S-1004 passed by a vote of 39-0.

The legislation initially created a 19-member Amistad Commission. The commission would include:

- The New Jersey secretary of state or designee, who would chair the commission.
- The New Jersey commissioner of education or designee, who would serve as vice chair.
- The chair of the Presidents’ Council or designee.
- Sixteen members of the public.

In 2004, four Legislators were added as nonvoting members—two members of the Assembly who are not of the same political party and two members of the Senate who are not of the same political party.

The Amistad Commission is named in honor of a group of enslaved Africans, led by Joseph Cinque who while being transported in 1839 on a vessel named the Amistad, gained their freedom by overthrowing the crew and eventually having their case successfully argued before the U.S. Supreme Court.

Ch. 75 specifically tasked the New Jersey Department of Education (NJDOE) with the following responsibilities:

- Assisting the Amistad Commission in marketing and distributing to educators, administrators and school districts educational information and other materials on the African slave trade, slavery and vestiges of slavery in the U.S., and the contributions of African Americans to our society.
- Conducting at least one teacher workshop annually on the topics above.
- Assisting the Amistad Commission in monitoring the inclusion of materials and curricula in the state’s educational system.
- Consulting with the Amistad Commission to determine ways it may survey, catalog and extend education on the slave trade and American slavery that at the time the law was enacted were to be incorporated into the Core Curriculum Content Standards, now known as the New Jersey Student Learning Standards.

Ch. 75 specifically tasked the Amistad Commission with the following responsibilities:

- Assisting and advising public and nonpublic schools in the implementation of education, awareness programs, textbooks and educational materials concerned with the African slave trade, slavery and vestiges of slavery in the U.S., and the contributions of African Americans to our society.
- Surveying and cataloging the extent and breadth of education in the above presently being incorporated into the curricula and textbooks and taught in our schools; inventorying those African slave trade, American slavery, or relevant African American history memorials, exhibits and resources that should be incorporated into courses of study; assisting the NJDOE and the New Jersey Department of State and other state and educational agencies in the development and implementation of education programs concerning the African slave trade, American slavery and African American history.
- Acting as a liaison with textbook publishers, public and nonpublic schools, public and private nonprofit resource organizations, members of the U.S. Senate and House of Representatives, and the state Legislature to facilitate the inclusion of the history of African slavery and of African Americans in the curricula of U.S. public and nonpublic schools.
- Compiling a roster of individual volunteers willing to share their knowledge and experience in classrooms, seminars, and workshops.
- Coordinating events memorializing the African slave trade, American slavery and the history of African Americans in overcoming the burdens of slavery, and its vestiges; seeking volunteers to participate in commemorative events that enhance student awareness of the significance of the African slave trade, American slavery, its historical impact, and the struggle for freedom.
- Preparing reports for the governor and the Legislature regarding findings and recommendations on all of the above.
- Developing, in consultation with the NJDOE, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in the U.S., and the contributions of African Americans to the U.S. The law further directed that every board of education incorporate the information in an appropriate place in the curriculum of elementary and secondary students.
- Soliciting, receiving and accepting appropriations, gifts and donations.

NJSLS and the Amistad Commission

At the time that Ch. 75, the law creating the Amistad Commission was passed, curricula in New Jersey was guided by the Core Curriculum Content Standards. These have since been replaced by the New Jersey Student Learning Standards (NJSLS).

In addition to its many activities and initiative, the New Jersey Amistad Commission develops and executes professional development programs for educators and administers two websites with resources for educators. One website is hosted on the New Jersey Department of Education's (NJDOE) website and the other is the Amistad Web-Based Curriculum.

Summer Institutes

The regional residential four-day Summer Institutes developed by The Amistad Commission immerse participants in an intensive study of material relative to the Amistad mandate. The aim of the program is to teach additional methodological and pedagogical techniques, while looking at special topics in history in order to fulfill the mandates of the statute that created the Amistad Commission.

In 2018, the institutes hosted at Kean and Rowan universities centered on the theme "Civil Rights and the Schoolhouse: A Historiography of American Educational Policy Implications on Students and Teachers." The four-day institute traced the civils rights battles from the colonial/antebellum era through to the civil rights era and the 21st-century.

Using primary and secondary sources, institute participants examined the role of parental advocacy, the development of educational facilities, the evolution of curriculum development and educational policy. Against a judicial backdrop of the U.S. Constitution and 20th-century civil rights cases, the institute focused on the still-evolving narrative of events surrounding landmark legal decisions in relation to African Americans, which has influenced national educational policy and its legacy.

Potential participants, from public and nonpublic schools, apply to attend the institute by completing an application and submitting an essay. Participants must demonstrate a likelihood to benefit professionally and translate the institute experience into the classroom or to implement districtwide curricular adoptions.

In addition, a selection committee weighs several factors, including:

- Quality and commitment as an administrator, teacher or interpreter of American history.
- Intellectual interests, both generally and as they relate to the work of the institute.
- Special perspectives, skills, or experiences that would contribute to the institute.
- Commitment to participate fully in the formal and informal collegial life of the institute.
- The likelihood that the experience will enhance the applicant's teaching and the ability for the applicant to infuse African American history into the social studies curriculum.

In 2018, applicants received a \$250 stipend upon submission and approval of five lesson plans that were due by the middle of the September following the institute.

The 2016 Summer Institutes, also hosted at Kean and Rowan universities, examined the transition period from slavery forward, focusing on the Reconstruction Era, Harriet Tubman, the Freedman's Bureau, W.E.B. Du Bois, and the Great Migration.

Department of Education hosted website

The Amistad Commission's home on the NJDOE website can be found at state.nj.us/education/amistad. The commission's homepage offers an immediate historical lesson. At the time of the writing of this report an article titled "Raye Jean Montague Broke Barriers as Arkansas' Own 'Hidden Figure'" was featured.

In addition to a link to the interactive curriculum discussed below, the page offers a variety of tabs to click through.

- Teacher resources: This space provides a position paper titled "The Amistad Commission's Literacy Components for Primary Grades." The paper reports on the lack of significant representation of Africans and African Americans in literature found in the primary grades. To address this, the paper offers an extensive list of titles for kindergarten through Grade 5. Publication dates range from 1969 to 2007.
- Events and trainings with access to registration.
- Access to registration for the Amistad Commission's Residential Summer Curriculum Institutes.
- Access to registration for the Malcolm Bernard Historically Black Colleges and Universities College Fair.
- Access to nomination for the New Jersey Rising Scholars Recognition Award: New Jersey public high school seniors are eligible to be nominated and must meet certain cumulative GPA and SAT/ACT standards.
- Teaching History Through Film: A news item about a private screening of the film "Selma," for the former U.N. Secretary General Ban Ki-moon that was attended by members of the Amistad Commission in January 2015.
- A link to contact the Amistad Commission.

Amistad Web-Based Curriculum

Developed through a collaboration between the Amistad Commission and CICERO Systems, the website for the commission's interactive curriculum can be found at njamistadcurriculum.net.

At the outset, the commission declares that its mission is not to "introduce African American history into the K-12 curriculum and to develop public programs on African American history for children, families, and communities," but rather, "to change the landscape for the study of United States and world history by placing Africans and African Americans at the center of the narrative as agents rather than as

bystanders or victims who live on the margins of the United States and the world. Our mandate has shifted from one of inclusion to one of infusion.”

The commission challenges the idea that to add the study Africans and African Americans, educators must leave out other events and people.

“The Amistad Commission’s revolutionary goal is to demonstrate that everyone on the national stage not only plays a major role, but also the lives of the powerful and the less powerful are intertwined, sometimes interdependent, and sometimes these roles are reversed when the meek inherit the earth,” the mission statement reads.

The commission affirms, however, the need to also offer separate sub-courses in U.S. history on African Americans.

“As in other sub-fields—women’s history, labor history, and ethnic histories—in African American history, scholars interpret the human story from within the African American experience, and through that particular lens, scholars reveal universal truths about the human experience.”

English Language Arts

Quick links are provided at njamistadcurriculum.net to help curriculum developers and other educators to align instruction with the mandates of Ch. 75 and NJSLS. The English Language Arts (ELA) section, is divided into two parts: literature resources and informational text resources.

The literature resources section is divided by genre to provide, according to the commission a “unique resource opens new doors of opportunity to explore and develop colorful imagery of the great world around us.” The genres include fables, fairy tales, folklore, historical fiction, poetry, science fiction, and short stories. While various cultures are represented among the selections in each genre, there are comparatively few from African or African American culture. This section of the website would benefit from an inventory of its current holdings and an infusion of additional titles.

The information text section is divided into biographies, chronologies, connections, correspondence, essays, landmark documents, memorials, quotations, and speeches. The dozens of selections available in most sections provide a range of resources—for example there are 82 biographies of individuals from a diversity of backgrounds—but the selections should be reviewed in light of current scholarship regarding Eurocentric bias. For example, the biography of Tisquantum (Squanto) reads, in part, “...an explorer landed in Plymouth Colony, changing Squanto’s life forever. He took Squanto to England. He became friendly with Europeans. Squanto came back to North America to help the Pilgrims.”

Social Studies

There are 13 units of study provided in the Amistad Curriculum website:

1. Social Studies Skills
2. Indigenous Civilizations of the Americas

3. Ancient Africa
4. The Emerging World (Native Americans, Africans, Europeans)
5. Establishment of a New Nation – Independence to Republic
6. The Constitution and the Continental Congress
7. The Evolution of a New Nation State
8. The Civil War and Reconstruction
9. Post-Reconstruction and the Origins of the Progressive Era
10. America Confronts the 20th Century and the Emergent Modern America
11. America in the 1920s and 1930s; Cultural Political, and Intellectual Development – The New Deal, Industrialization, and Global Conflict
12. America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences – The Era of Reform
13. National and Global Debates, Conflicts, and Developments – America Faces the 21st Century.

Each unit contains subsections titled introduction, activities, assessments, essentials, gallery, griot, library, links, rubrics and tools. The materials include historical overviews, lesson plans, PowerPoints, interactive maps, timelines, primary source documents, audios, videos and music. Griot is a reference to the traveling poets, musicians, and storytellers who maintain a tradition of oral history in parts of West Africa.

Recommendations from the NJEA Amistad Stakeholder Group

Background

In September of 2018, NJEA President Marie Blistan met with the Leadership for Excellence in Education (LEE) Group to discuss the implementation of Amistad Law. The LEE group is composed of the following organizations:

- New Jersey Association of School Administrators
- New Jersey Association of School Business Officials
- New Jersey Department of Education
- New Jersey Education Association (NJEA)
- New Jersey Principals and Supervisors Association
- New Jersey PTA (NJPTA)
- New Jersey School Boards Association (NJSBA)

On Nov. 27, 2018, NJEA hosted a meeting of what was to become the NJEA Amistad Stakeholder Group, where a review of the Amistad Law was completed. At that meeting, Dr. Stephanie James Harris, executive director of the New Jersey Amistad Commission, presented a tutorial on the commission's web-based interactive curriculum. The group organized itself as the NJEA Amistad Advisory Board, later named the NJEA Amistad Stakeholder Group.

Gary Melton, an associate director in the NJEA Executive Office, then led an exercise with a New Jersey Student Learning Standard for Social Studies. The standard, 6.1.12.A.10.c, falls within the context of the New Deal and reads, "Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society."

In four groups, participants unpacked the standard using literature with historic content from an Afro-centric viewpoint. Melton's purpose was to show that the Amistad Curriculum could be implemented beyond social studies and integrated into other curricula. (Note: in the revised standards approved on June 3, 2020, the counterpart to the standard examined by Melton is Standard 6.1.12.EconEM.10.a: "Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.")

A subsequent meeting was held on Feb. 28, 2019. Gabriel Tanglao and Christine Miles, NJEA associate directors for Professional Development and Instructional Issues, designed and hosted a discussion in a world café format. A world café is a structured conversational process for hosting large group dialog. (See *theworldcafe.com*.) From the discussion the group developed this statement of purpose:

The purpose of the Amistad Advisory Board is to ensure that students receive an intentional, authentic, and inclusive learning experience, which will develop students' academic strengths and cultural

sensibilities about the inclusive nature of history and acknowledge the contributions of Africans and African Americans to U.S. history through the New Jersey Amistad Curriculum.

At a meeting on Oct. 7, 2019, the Amistad Advisory Board approved its statement of purpose. Brenda Brathwaite delivered a presentation that chronicled the history of racial injustice in the United States. Tamar Lasure-Owens, a first-grade teacher at Leeds Avenue Elementary School in Pleasantville, provided a PowerPoint presentation on how the Amistad Curriculum is implemented schoolwide from kindergarten through fifth grade. The presentation focused on the trans-Atlantic slave trade to both North and South America, the Indigenous groups of those areas, and how Latin American countries celebrate and recognize their African roots. Lasure-Owens' presentation gave classroom examples—including maps and timelines—on how to infuse the Amistad Curriculum into English language arts (ELA), read-alouds, writing and math.

On Friday, Nov. 8, 2019, at the NJEA Convention in Atlantic City, NJEA Amistad Stakeholder Group Chairperson Brenda Brathwaite and then-NJEA Executive Director Ed Richardson unveiled the Amistad Journey. The journey will include opportunities for New Jersey educators to visit sites significant to the trans-Atlantic slave trade in Africa and the United States.

Also speaking at the announcement were Gov. Phil Murphy, Commissioner of Education Lamont Repollet, and NJEA President Marie Blistan. They were joined by Dr. Cornel West who had delivered the convention's keynote address prior to the announcement and the members of the NJEA Amistad Stakeholder Group. Richardson credited NJEA Executive Committee member Jacqui Greadington with suggesting the journey, which is modeled on a program run by the New Jersey Holocaust Commission that takes educators to historic sites of the Holocaust in Europe.

Finally, Brathwaite and Richardson provided an update on work of the NJEA Amistad Stakeholder Group and announced that it would be developing a report that would offer recommendations to move forward the vision of the Amistad mandate.

Recommendations

The NJEA Amistad Stakeholder Group continues to evaluate the Amistad Commission's websites to offer suggestions for streaming information by grade level, updating the resource list, and improving navigation. The members of the group are planning to develop workshops for their respective constituencies.

The NJEA Amistad Stakeholder Group hopes that districts will not need punitive consequences through the Quality Single Accountably Continuum (QSAC) to implement the Amistad mandate, but would rather see the need to develop their own standards and curricula to reach the law's goal of educating students about the contributions of Africans and African Americans to American and world history. By doing so, districts will demonstrate that social studies is a vital and central part of school curricula and should be recognized as an equally valued subject that is given current curriculum resource tools for both students and teachers.

To that end, the NJEA Amistad Stakeholder Group submits the following recommendations to ensure implementation of the Amistad mandate:

- a. Develop relationships with organizations that hold educational and advocacy conferences, including, but not limited to the NJEA, NJSBA, NJPTA, NAACP, the New Jersey Black Issues Convention, and The Latino Institute.
- b. Develop workshops through the NJEA Professional Development and Instructional Issues Division.
- c. Reinstate and expand upon an Amistad Recognition Award, through the NJDOE.
- d. Use educator publications, such as the *NJEA Review* and *Educational Viewpoints*, to promote Amistad education.
- e. Develop relationships with college and university educator preparation programs.
- f. Ensure that the goals of the Amistad mandate are embedded in the courses of study in educator preparation programs.
- g. Explore existing college-based educator programs for models of successful ventures and lessons learned from less successful ventures.
- h. Seek insights of and participation of those preparing to enter the teaching profession.
- i. Explore the development of middle and high school pilot programs.
- j. Review and revise, as needed, the Amistad Commission's web-based interactive curriculum.
- k. Create and implement the Amistad Journey through a collaboration of the NJDOE and NJEA.
- l. Reconvene the Amistad Task Force in June 2021 to review implementation.

Appendix 1

The Amistad Journey

Below are two articles relative to the Amistad Journey that were published in the NJEA Review at on njea.org.

NJEA to support Amistad Journey program

Blistan, Murphy and Repollet make joint announcement at NJEA Convention

(Published at njea.org on Dec. 1, 2019 and in December 2019 edition of the NJEA Review)

Gov. Phil Murphy joined NJEA President Marie Blistan, New Jersey Commissioner of Education Dr. Lamont Repollet, members of the Amistad Stakeholder Group and other educational leaders and advocates at the NJEA Convention in Atlantic City to highlight the work to integrate New Jersey's Amistad Curriculum more deeply into New Jersey's public schools and to announce an exciting new opportunity for New Jersey educators.

The announcement followed a rousing keynote address by scholar and civil rights advocate Dr. Cornel West. After praising West for his challenging remarks, Blistan said, "we all know that the work of racial justice is hard, but it's far too important to let that stop us. We need to take challenges like what Dr. West presented us with today and turn that into real action for real justice for our students, our state and ourselves."

Blistan pointed to the work of the Amistad Stakeholder Group.

"Though the law establishing the Amistad Commission has been in place for 17 years, and much work has been done by educators to bring the Amistad Curriculum into our schools, we believe there is more that can be done," Blistan said. "This group of advocates is committed to elevating the importance of that curriculum. We are working to ensure that it is taught—and emphasized—in every public school in New Jersey."

Amistad Stakeholder Group chair Brenda Brathwaite, an Atlantic City teacher, shared the groups statement of purpose: "...to ensure that students receive an intentional, authentic, and inclusive learning experience, which will develop students' academic strengths and cultural sensibilities about the inclusive nature of history, and acknowledge the contributions of Africans and African Americans to U.S. History through New Jersey's Amistad Curriculum."

"With that as our core principle, we have begun to develop a set of recommendations that we will be sharing with the Amistad Commission," Brathwaite said.

The Amistad Journey

Ed Richardson, NJEA’s outgoing executive director, announced the creation of the Amistad Journey, a program designed to allow educators to travel to some of the historic sites of the trans-Atlantic slave trade. Richardson credited NJEA Executive Committee member Jacqui Greadington with suggesting the journey, which is modeled on a similar program run by the New Jersey Holocaust Commission that helps educators visit historic Holocaust sites.

“The Amistad Journey will include opportunities for educators to visit sites in Africa,” Richardson said. “But the history of slavery in America did not begin and end in Africa. In fact, after ending the practice of forcibly bringing people to America, the enslavement of African Americans continued here for 150 years. And so the Amistad Journey will also include experiences for educators in the United States.”

Repollet shared some of his own experiences traveling to those sites with students and how powerful and valuable that experience was.

“The department is committed to better ensuring that every school and district has the resources needed to honor the promise of the Amistad Commission to embed African American history in their curricula,” Repollet said. “We are committed to using every tool at our disposal to make that promise real.”

Murphy, who came to the NJEA Convention to participate in the Amistad announcement, praised all the groups that had worked to elevate the Amistad Curriculum and create the Amistad Journey.

“The contributions of our African American community to our state, and to our identity as New Jerseyans, are immeasurable,” Murphy said. “I applaud the Amistad Stakeholder Group and their efforts to create the Amistad Journey to ensure that our students learn about the history of African Americans and their fight for social justice that helped shape New Jersey, and this nation.”

In addition to NJEA and the New Jersey Department of Education, other groups participating on the Amistad Stakeholder Group include:

- New Jersey Association of School Administrators
- New Jersey Association of School Business Officials
- New Jersey Principals and Supervisors Association
- New Jersey PTA
- New Jersey School Boards Association
- New Jersey Amistad Commission

Information will be forthcoming for educators interested in participating in the Amistad Journey.

NJEA donates \$75,000 to fund Amistad Journey

(Published at njea.org on March 4, 2020 and in April 2020 edition of the NJEA Review)

The New Jersey State Board of Education today unanimously accepted a \$75,000 donation from NJEA to fund the Amistad Journey, a program that will enable educators to travel to historic sites of the Trans-Atlantic Slave trade in the United States and Africa. The Amistad Journey will be administered through the New Jersey Commission on Holocaust Education. The commission, created through legislation passed in 2002, is a 23-member body charged with ensuring that African American history, contributions and experiences are taught in New Jersey's classrooms.

The Amistad Journey resulted from the work of the NJEA Amistad Stakeholder group, which was initially convened by NJEA President Marie Blistan in September 2018. The purpose of the NJEA Amistad Stakeholder group is to ensure that students receive an intentional, authentic and inclusive learning experience that will develop students' academic strengths and cultural sensibilities about the inclusive nature of history and acknowledge the contributions of Africans and African Americans to U.S. history through the New Jersey Amistad Curriculum.

The stakeholders group has studied what has been done and will soon report recommendations for what can and must be done to fully implement the law.

The intention of the Amistad Journey is to further enhance educators' ability to deeply integrate Black history into every element of the curriculum. In addition to NJEA and the New Jersey Department of Education, groups participating on the Amistad Stakeholder Group include:

- New Jersey Association of School Administrators
- New Jersey Association of School Business Officials
- New Jersey Principals and Supervisors Association
- New Jersey PTA
- New Jersey School Boards Association
- New Jersey Amistad Commission

NJEA Associate Director Gary Melton Jr. represented Blistan at today's State Board of Education meeting as the board voted to accept the association's donation.

"The Amistad Journey is going to be a strong component for our educators in this work, which will ultimately benefit students," Melton said. "This is a change agent in the world of education that will make our world a better place."

On behalf of Blistan, Melton thanked former NJEA Executive Director Ed Richardson for his support and early work with the Amistad Journey and Jacqui Greadington, a long-time NJEA leader, who advocated for the importance of the journey experience.

With this infusion of funds, the NJDOE will now move forward with developing the application process for the Amistad Journey.

Appendix 2

NJSLS Social Studies and the Amistad Law

The current New Jersey Student Learning Standards (NJSLS) for Social Studies were adopted by the State Board of Education on June 3, 2002. The standards set forth grade-band expectations for social studies skills and content by the end of Grade 2, the end of Grade 5, the end of Grade 8 and the end of Grade 12. The introduction to the social studies standards explicitly states that “there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands.”

The NJSLS-Social Studies also reference N.J.S.A. 18A:35-1 and 2, which requires two years of U.S. History in high schools including history of New Jersey and of African Americans. It further references N.J.S.A. 18A 52:16A-88, which states that every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

In the standards, significant historical events and cultural and civic milestones with explicit reference to Africans and African Americans are focused upon at various points in the draft, including, but not limited to the core ideas and performance expectations listed here. However, the central role of Africans and African Americans in the history of the United States inspire opportunities for inclusive educational experiences in virtually every element of the standards.

6.1 US History: America in the World

Grade Band 3-5

History, Culture, and Perspectives: Continuity and Change

Core idea: Interactions of people and events have shaped the world we experience today.

Performance expectations:

- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

History, Culture, and Perspectives: Understanding Perspectives

Core idea: Events may be viewed differently based on one's perspective.

Performance expectations:

- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Civics, Government and Human Rights: Democratic Principles

Core idea: Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

Performance expectations:

- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Civics, Government and Human Rights: Human and Civil Rights

Core idea: It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

Performance expectations:

- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

Geography, People and the Environment: Human Population Patterns

Core idea: The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

Performance expectations:

- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Grade Band 6-8

Era 3. Revolution and the New Nation (1754-1820s)

Core idea: The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.

Performance expectations:

- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

Era 4: Expansion and Reform

Core idea: Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

Performance expectations:

- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

Core idea: A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.

Performance expectations:

- 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Era 5. Civil War and Reconstruction

Core idea: Historical contexts and events shaped and continue to shape people's perspectives.

Performance expectations:

- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

Core idea: Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Performance expectations:

- 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.
- 6.1.8.HistoryCC.5.g: Construct an argument that prioritize the causes and events that led to the Civil War using multiple sources from different perspectives.

Grade Band: 9-12

Era 2. Revolution and the New Nation (1754-1820s)

Core idea: To better understand the historical perspective, one must consider historical context.

Performance expectations:

- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War.
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

Era 4. Civil War and Reconstruction (1850-1877)

Core idea: Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.

Performance expectations:

- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

Core idea: Complex interacting factors influence people’s perspective.

Performance expectations:

- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

Era 5. The Development of the Industrial United States (1870-1900)

Core idea: Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

Performance expectations:

- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Era 6. The Emergence of Modern America: Progressive Reforms

Core idea: Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

Performance expectations:

- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

Era 7. The Emergence of Modern America: World War I (1890-1930)

Core Idea: Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.

Performance Expectations:

- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

Era 8. The Great Depression and World War II: World War II

Core Idea: Human rights serve as a foundation for democratic beliefs and practices.

Performance Expectations:

- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration laws and refugee, and the violation of the human rights of individuals and groups.

Core idea: Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

Performance Expectations:

- 6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.

Core idea: There are multiple and complex causes and effects of events from the past.

Performance expectations:

- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

Core ideas: Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Performance expectations:

- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Core idea: To better understand the historical perspective, one must consider historical context.

Performance expectations:

- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Core idea: Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Performance expectations:

- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

Era 9. The Great Depression and World War II: The Great Depression

Core idea: Complex interacting factors influence people’s perspectives.

Performance expectations:

- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

Era 10. The Great Depression and World War II: New Deal

Core idea: Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.

Performance expectations:

- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

Core idea: Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Performance expectations:

- 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).

Era 11. The Great Depression and World War II: World War II

Core idea: To better understand the historical perspective, one must consider historical context.

Performance expectations:

- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Era 13. Postwar United States: Civil Rights and Social Change

Core idea: Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

Performance expectations:

- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination.

Core idea: Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

Performance expectations:

- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

Core idea: Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

Performance expectations:

- 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.

Core idea: Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.

Performance expectations:

- 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).

Core idea: Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Performance expectations:

- 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

Core idea: Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Performance expectations:

- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

Era 14. Contemporary United States: Domestic Policies

Core idea: Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.

Performance expectations:

- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

Core idea: Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Performance expectations:

- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates’ rhetoric was inclusive, expansive, stereotypical or biased.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Core idea: Historical sources and evidence provide an understanding of different points of view about historical events.

Performance expectations:

- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

Era 15. Contemporary United States: International Policies

Core idea: Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Performance expectations:

- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

Era 16. Contemporary United States: Interconnected Global Society

Core idea: To better understand the historical perspective, one must consider historical context.

Performance expectations:

- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.2 World History/Global Studies

Grade Band 6-8

Era 1. The Beginnings of Human Society

Core idea: Relationships between humans and environments impact spatial patterns of settlement and movement.

- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia and the Americas.

Era 4. Expanding Exchanges and Encounters (500 CE-1450 CE)

Core idea: The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.

Performance expectations:

- 6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

- 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought and the arts.

Core idea: The physical and human characteristics of places and regions are connected to human identities and cultures.

Performance expectations:

- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

Core idea: The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Performance expectations:

- 6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

Core idea: Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Grade Band 9-12

Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism

Core idea: Geographic data can be used to analyze variations in the spatial patterns.

Performance expectations:

- 6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

Core idea: Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

Performance expectations:

- 6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
- 6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

Core idea: Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Performance expectations:

- 6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

Core idea: There are multiple and complex causes and effects of historical events.

- 6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

Core idea: Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Performance expectations:

- 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

Core idea: Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.

Performance expectations:

- 6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.

Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750-1914)

Core idea: Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

Performance expectations:

- 6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

Era 4. Half-Century of Crisis and Achievement: The Era of the Great Wars

Core idea: Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Performance expectations:

- 6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- 6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

Era 5. The 20th Century Since 1945: Challenges for the Modern World

Core idea: Governments around the world support universal human rights to varying degrees.

Performance expectations:

- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

Core idea: Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Performance expectations:

- 6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

Core idea: Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context.

Performance expectations:

- 6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

Core idea: Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Performance expectations:

- 6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.

Era 6. Contemporary Issues

Core idea: Governments around the world support universal human rights to varying degrees.

Performance expectations:

- 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

Appendix 3

NJEA statement on George Floyd, racism, and the need for anti-racist action

Published at njea.org on June 1, 2020

Like so many Americans, we have experienced waves of emotion this week following the brutal murder of yet another African-American man, George Floyd. It is impossible to see the video of him being strangled under the knee of a police officer in broad daylight on a public street and not be disgusted, horrified, angry, sad, and determined to work even harder to oppose and overcome racial injustice in our society.

And the greatest scandal is not just how brutal and horrific that murder was, but how commonplace and unsurprising racist violence like that is in America. This nation was founded on a white supremacist ideology that used genocide and slavery to oppress indigenous people and loot their land. It was built by kidnapping and enslaving African people to work that stolen land under the most inhumane and cruel conditions imaginable. And it is not in the past. That history traces through five centuries of atrocities to today. George Floyd's murder is despicable, but it is tragically unexceptional. That cannot be allowed to continue unchallenged.

As educators, we bear a great responsibility for shaping society. We have the unique privilege of working with children and young people as they are forming their values and worldview. We also have the great responsibility of responding with compassion, courage and conviction as they witness history in real time, as they have been this past week. And more importantly yet, we have a duty and responsibility to work for a better, fairer and more just world for our students to inherit from us.

NJEA has long taken that duty very seriously and we have consciously made it a core part of our mission to advocate for members, students and public schools. In recent years, we have pushed hard for the full implementation of the Amistad Curriculum in our schools so that the horror of the trans-Atlantic slave trade is never forgotten, glossed over or disregarded. We have worked to create a new program called the Amistad Journey to help educators experience some of the important historical sites related to slavery and gain a deeper appreciation for the ways that evil institution shaped and still shapes our society. And we have committed to providing anti-racist training to NJEA staff and leaders to help infuse anti-racism as a fundamental value throughout all the work our union does.

But we know that much, much more is needed. This week, NJEA will be announcing creation of a member-centered initiative explicitly devoted to doing anti-racist work in our classrooms, our communities and our union. All members wishing to engage in that work will be welcomed and encouraged to join. It is not enough to express our disgust and point to our past efforts. We must take assertive action to identify, acknowledge and break down oppressive racist systems that harm our members, stifle our students and corrode our communities.

We must let our decisive, unapologetic action speak more loudly than any statement can.

Final Thoughts

The New Jersey Amistad Commission takes its name in honor of a group of enslaved Africans, led by Joseph Cinque who while being transported in 1839 on a vessel named the Amistad, gained their freedom by overthrowing the crew and eventually having their case successfully argued before the U.S. Supreme Court.

Cinque and his comrades won their freedom over 180 years ago. And 155 years ago, on June 19, 1865, General Gordon Granger of the Union army entered Galveston, Texas and read federal orders announcing that all previously enslaved people were free. But in just the first few months of 2020, the murders of Ahmaud Arbery, Breonna Taylor, George Floyd, Rayshard Brooks and others demonstrate that institutionalized racism is as embedded in American culture now as it was in 1839 and 1865.

While the recent protests of their murders, joined by members of all races and ethnicities provide hope, counter-protests such as those in Franklinville, New Jersey, where a state corrections officer and a FedEx employee reenacted the murder of George Floyd as they and their companions shouted racist epithets, demonstrate how far we have to go and how much work remains to be done.

As the statement from NJEA following George Floyd's murder, found in Appendix 3 of this report, states: "...educators bear a great responsibility for shaping society. We have the unique privilege of working with children and young people as they are forming their values and worldview. We also have the great responsibility of responding with compassion, courage and conviction as they witness history in real time."

As we respond with compassion and courage to help students who are traumatized by racism, we must also remember that most of the perpetrators of the murders and most of the counter-protestors were themselves once students in our public schools. Educators, therefore, must be more than not racist, they must be anti-racist.

We have a duty and responsibility to work for a better, fairer and more just world for our students to inherit from us. Fully implementing the Amistad mandate is one of the ways we can do our part to bring about that better world, ensuring that when students graduate from New Jersey's public schools, they know that Black lives matter.