

CURRICULUM ALIGNMENT

WINDHAM NAACP PROGRAMS AND STATE FRAMEWORKS

African American/Black and Puerto Rican/Latino History

| NAACP PROGRAM | STATE FRAMEWORKS |
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| <p align="center">Complicity Classroom Presentation Grades 9 – 12</p> <p>In this slide presentation, students look at Northern complicity with slavery and institutional racism. The presentation includes short videos and opportunities for students to interact and respond through civil discourse.</p> | <p align="center">Unit 1-Section 2 Slavery in Connecticut: Stories of Resistance and Agency</p> <p>Summary: Throughout the 400-year tenure of African Americans in the United States, Africa and her people have been grossly misrepresented as inferior and non contributors to human civilization. This narrative was used as the prime justification for African enslavement. This narrative formed the basis for the nation’s legal racial discrimination system for years. This false narrative is the root of many domain and background assumptions held by many Americans. This false narrative has long been the bane of the African American’s struggle for freedom and full citizenship.</p> |
| <p align="center">Prudence Crandall, Black Abolitionists, and the Struggle for an equal education Grades 4 – 8</p> <p>Multiple lessons and activities which address multiple CCCS ELA standards while engaging students in history lessons about CT State Heroine Prudence Crandall and the long civil rights struggle for equality in education.</p> | <p align="center">Unit 2-Section 1 The Age of Abolition the Gradualist Period</p> <p>Summary: Overall, students will grasp how African Americans fought to preserve their humanity and to develop a culture and institutions that reflected their own values and beliefs.</p> |
| <p align="center">Al Wilkerson’s presentation at Parish Hill on the use of the word “boy” and the N-word</p> <p>Mr. Wilkerson is a retired art teacher and a member of our African American Speaker’s Bureau. He shares his own experiences with racism while engaging the students in frank conversations about why words matter.</p> | <p align="center">Unit 3- Section 5 The Struggle Against Jim Crow</p> <p>Summary: This unit focuses on the period of Reconstruction (1865-77), American Imperialism, Black Settlement Towns, Settlers in West (1865-1915), Black Communities in urban South and North, growth of Historically Black Colleges and Universities, struggle against the Jim Crow System and Pre-WWI Race Riots. This section will also go into detail on the political contributions of African American politicians to the passage of the Reconstruction era acts and laws that brought right to citizenship, right to vote, and public education.</p> |
| <p align="center">African American Contributions Presentation at Parish Hill High School</p> <p>This presentation includes highlights from African American figures who have made their mark on history as inventors, scientists, civil rights leaders, and influencers as well as excerpts from Ibram X Kendi’s <i>How to Become an Anti-Racist</i> and <i>Stamped from the Beginning</i>. Students will engage in a conversation about anti-racism and the concept of Exceptionalism.</p> | <p align="center">Unit 2-Lessons 1 – 4</p> <p>Summary: Overall, students will grasp how Blacks fought to preserve their humanity and to develop a culture and institutions that reflected their own values and beliefs.</p> |

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| <p style="text-align: center;">Kneeling for Justice (Killingly) Grades 9 – 12</p> <p>Students engage in civil discourse around the essential question: <i>Should Athletes kneel for justice during the National Anthem as a platform for social justice?</i></p> <p>This comprehensive program includes several preparation activities before and after the NAACP presentation. Students examine systemic racism, first amendment rights, and the history of peaceful protest in the civil rights movement.</p> | <p style="text-align: center;">Unit 5: Politics, Power, Protest Lesson4 Systemic Racism, Lesson 5 Black Lives Matter</p> |
| <p style="text-align: center;">Fearless Conversations About Racism</p> <p>Students investigate the origins of the Black Lives Matter movement and its controversy by creating a short documentary which includes interviews with peers.</p> | <p style="text-align: center;">Unit 5: Lesson 5 Black Lives Matter (see above)</p> |
| <p style="text-align: center;">Out of the Shadows: Black Soldiers in the CT 29th Colored Regiment in the Civil War</p> <p>Students learn about the 29th Regiment through a performance of William Webb by Kevin Johnson (CT State Library Archivist). NAACP will provide preparation and follow-up materials including primary sources about 29th soldiers in Windham County. An enrichment program is available to students who wish to learn more about interpreting African American History through primary sources. Contact Donna Dufresne for more information</p> | <p>Unit 2: Black Literacy, Organizations, and Liberation.</p> <p>Lesson 2.4: Civil War/The Great American Slave Rebellion</p> |
| <p style="text-align: center;">The Story of Us: Using Picture Books to Understand Diversity, Inclusion and Equity Grades K – 6</p> <p>Students explore picture books with social and racial justice themes through classroom visits and read alouds by Windham NAACP members. Curriculum activities are available to the classroom teacher. Classroom visits will be conducted through Zoom.</p> | <p style="text-align: center;">K – 6 CCCS ELA standards</p> |