

PK-1
INFUSION GUIDE

Emancipation Curriculum Lessons

Grades
PK-1
Curriculum
Link

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



[LESSON LINK: Fry Bread](#)

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



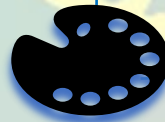
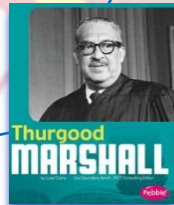
[LESSON LINK: Cesar Chavez](#)

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



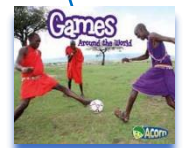
[LESSON LINK: Separate but Equal](#)

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



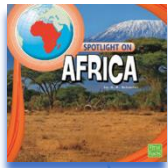
[LESSON LINK: Cultural Games](#)

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



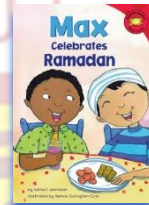
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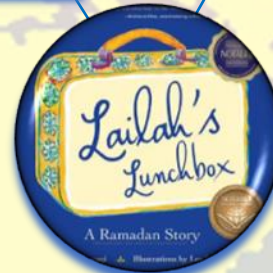
[LESSON LINK: Kente Cloth: Ghana's Gift to the World](#)

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



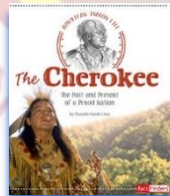
[LESSON LINK: Ramadan: A Time for Reflection](#)

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



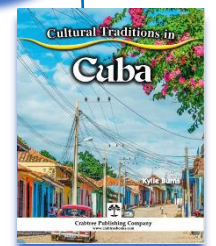
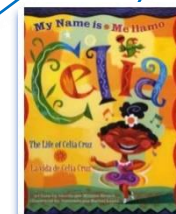
[LESSON LINK: Talking Leaves: The Cherokee Alphabet](#)

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



[LESSON LINK: Celia Cruz](#)

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

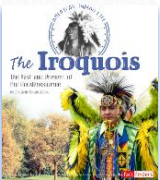


5-6
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[LESSON LINK: Haudenosaunee and Matrilineal Society](#)

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



[LESSON LINK: Let the Children March](#)

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



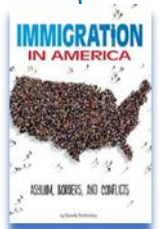
[LESSON LINK: Celebrating Across Borders](#)

Students will read to understand key components of traditional Islamic religious celebrations such as Ramadan. Using notetaking and embedded comprehension assessment, they will explain how uncontrollable circumstances present new opportunities.



[LESSON LINK: Civil Rights and Policy - Latin X](#)

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



7-8
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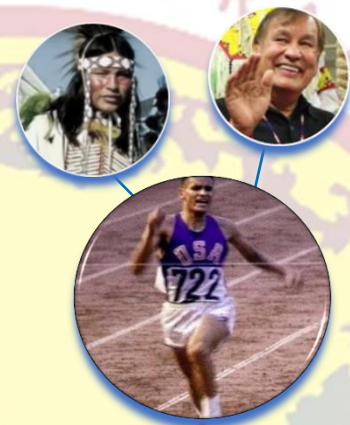
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[LESSON LINK: The Great Doctor and Architect of Ancient Africa](#)

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



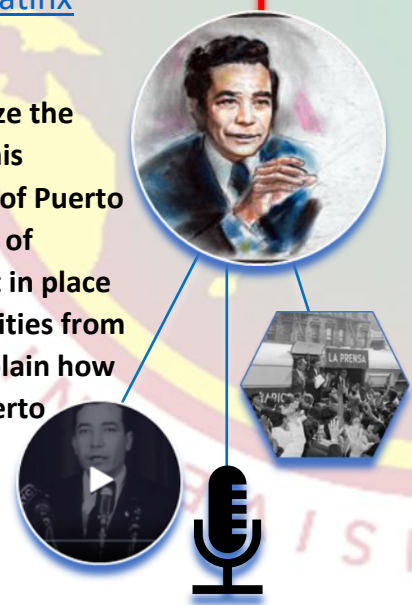
[LESSON LINK: The Seven Values and Billy Mills](#)

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



[LESSON LINK: Herman Badillo & Latinx Voting](#)

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



[LESSON LINK: A Letter from New Americans in the United States](#)

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



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[LESSON LINK: Juneteenth IS a federal holiday?](#)

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



[LESSON LINK: The Dakota Access Pipeline: What is worth fighting for?](#)

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



1865

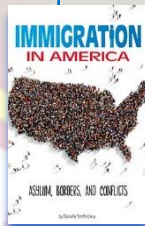
1960

2016

2018

[LESSON LINK: Who are Latinos?](#)

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



[LESSON LINK: #JollofWars: Sunday Rice, Modernization and Globalization](#)

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



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[LESSON LINK: Queen Nzinga and Her Influence on America](#)

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



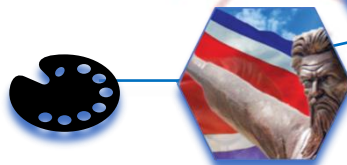
[LESSON LINK: 1619 Project: The Idea of America](#)

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



[LESSON LINK: Puerto Rico, Rebellion, Grito De Lares and the Ponce Massacre](#)

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



[LESSON LINK: Exploring the Stories Behind Native American Boarding Schools](#)

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

