

**Newark Teacher Project
Social Justice Curriculum Unit (SJU)
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Fall 2021**

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PART 1: PLANNING THE UNIT OVERVIEW

Part I: Unit Overview
Potential grade level: 11th

Unit Title: A History of Resistance in Newark

Topic: Civil Rights protest in Newark NJ

Topic Justification (How does this topic address 4I's, 6 elements, CCW, community responsiveness, student interest)

This topic allows for the exploration of the six elements of social justice because it explores how “riots” bubble from oppression.

This addresses the 4I's by allowing students to visualize the different ways that oppression exists in the world through examining specific factors and ways that oppression built up in this situation on all different levels.

This connects to the 6 elements, specifically Issues of Social Injustice, Social Movements and Social Change, Awareness Raising, and Social Action.

This ties into the framework of Community Cultural Wealth as well, because students will be focusing on their own home city throughout the unit. Through this they can touch upon their familial capital, the social capital that surrounds them, and their capacity for resistant capital.

This ties into Community Responsive Education as well by leading students to examine both the strengths and the needs of their community.

This is connected to students' interest because it involves the location of where the students live (Newark, NJ).

Themes (about 4-6 words or phrases)

Social Movements

Racism

Police Brutality

Protest

Change

Section II: Enduring Understandings

What do you want students to remember 10 years from now?

1. Students will understand that resistance to oppressive laws creates change.
2. Students will understand that there is no “correct” way for historically marginalized groups to resist oppressive forces.
3. Students will understand that changes in policy can impact entire communities.

Essential Questions:

What question provides a doorway into this topic?

1. Is there a correct form of protest?
2. Is there such a thing as an invalid form of protest?
- 3. How does conflict produce change?**
4. How do people respond to oppressive forces?
5. How can citizens enact change in their community?

Abstract

(Short paragraph summarizing the unit as a whole- how would you describe the unit to a stranger? Do this last*):

This unit is about the way that protests by marginalized groups against injustices committed by those in power can create change. Students will learn about the Newark “Riots” of 1967 and explore how the community of Newark, NJ has led collective responses against police brutality in both the past and the present. Students will examine how oppressive forces strive to maintain power while marginalized people strive to gain access to power, and how protest is viewed through different lenses depending on one's relationship to power. The purpose of this content is to help students understand that there is no singular correct form of protest. By examining the ways that historical and modern protests are perceived, students will understand that conflict has the power to create change.

Part 2: Planning With Standards

NJS Standards Addressed: Use the **2020 standards** for your subject area and find between 3-8 standards that cover the unit you are planning. Regardless of your subject area, also choose 3-7 social studies standards that cover your unit that you could use to justify why your topic is appropriate. <http://www.state.nj.us/education/cccs/>. Feel free to use any other content standards that fit your unit.

Standards for your subject area

Cut and paste below the “Standard” and the related “Content Statement” that covers your unit.

2020 Social Studies Standards

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

- 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).

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Part 3: 3 Day Unit

Unit Title: A History of Resistance in Newark	Teacher:	Grade: 11
Unit Description: This unit is about the ways that police brutality has impacted Newark in both the past and present. Following a review of current instances of police	Standards Addressed: <ul style="list-style-type: none">• 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national	

<p>brutality in the public sphere and the way they sparked change, students will be introduced to the Newark “Riots” of 1967. Students will examine how oppression experienced by the Black community of Newark, NJ led to a collective response. Students will examine how oppressive forces strive to maintain power while marginalized people strive to gain access to power. Students will explore the importance of being deliberate with language related to terms like “riot” or “rebellion.” Finally, students will explore how the current Mayor of Newark is addressing police brutality and reform now, drawing parallels to the historical events of 1967.</p>		<p>public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <ul style="list-style-type: none"> 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). 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
<p>Enduring Understandings</p> <ol style="list-style-type: none"> 1) Students will understand that many historically marginalized groups resist oppressive forces. 2) Students will understand that resistance to oppressive laws creates change within a social structure. 3) Students will understand that changes in policy can impact entire communities. 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How do people respond to oppressive forces? 2. How does conflict produce change? 3. How can citizens enact change in their community? 	
<p>List Individual Student Needs:</p>		
<p>Day</p>	<p>Daily Mini-Lesson Summary (Reading/Writing Workshop: Mini Lesson, Guided/Small Group/Independent Practice, Closure)</p>	<p>Assessment: Phrased as: “Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)”</p>
<p>Day 1</p>	<ul style="list-style-type: none"> Begin with Do-Now asking students to think about modern examples of police brutality & the ways they are connected to social change 	<ul style="list-style-type: none"> Students will demonstrate understanding of the events that took place during the 1967 Newark “Riot,” as evidenced by their verbal answers to clarifying

	<ul style="list-style-type: none"> ● Introduce the 1967 Newark “Riot” <ul style="list-style-type: none"> ○ Look at an introduction to the event <ul style="list-style-type: none"> ■ Popcorn read the source ■ Identify the causes of the event ○ Add notes to graphic organizer ● Look at a timeline from RiseUp North Newark <ul style="list-style-type: none"> ○ Students read together in small groups each focusing on one specific topic ● Illustrate that the 1967 Newark “Riot” Rebellion was triggered by police brutality. ● Illustrate that the “Riot” took place during the Civil Rights era and residents of Newark had been dealing with racism and oppression for a long time 	<p>questions during the popcorn reading and class discussion.</p> <ul style="list-style-type: none"> ● Students will demonstrate understanding of the causes of the 1967 Newark “Riot,” as evidenced by their answers on an exit ticket.
Day 2	<ul style="list-style-type: none"> ● Begin with Do-Now asking students to compare the terms “riot” and “rebellion” <ul style="list-style-type: none"> ○ Discuss the differences and how the language we use can reflect differently on an event ● Show video clip of news broadcast from during the “riot” <ul style="list-style-type: none"> ○ Examine the language that was used ● Introduce NBC article detailing the state of policing in Newark as of 2020, including how the Mayor has been involved in decisions about police reform <ul style="list-style-type: none"> ○ Students will add notes on specific actions taken & data/statistics showing the effectiveness of the Mayor’s platform on police reform 	<ul style="list-style-type: none"> ● Students will demonstrate understanding of the different connotations expressed by the terms “riot” and “rebellion” as evidenced by their written and shared out answers to the Do-Now. ● Students will demonstrate understanding of specific actions that have been taken in Newark to address police brutality as evidenced by their notes on their graphic organizer.
Day 3	<ul style="list-style-type: none"> ● Begin with Do-Now showing short video of Mayor Baraka speaking on police reform in Newark 	<ul style="list-style-type: none"> ● Students will demonstrate understanding of the impact political platforms have regarding measures to address

	<ul style="list-style-type: none"> ○ Students add notes to graphic organizer ● Action- ● Write a letter to Mayor Baraka critiquing or supporting his platform regarding measures to address police brutality. <ul style="list-style-type: none"> ○ Students will use their graphic organizers with notes from the readings and videos to develop their stance ○ Students will use letter template on google docs provided by teacher 	<p>police brutality as evidenced by their use of factual evidence of support or critique of the politician’s platform in the creation of a letter.</p>
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Part 4: Lesson Plan

Day 1:

Name	Topic/Title	Grade Level
	Introduction to the 1967 Newark “Riot”	11th grade
1a. STANDARD: NJ Common Core Standards <ul style="list-style-type: none"> ● 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. 	1b. ENDURING UNDERSTANDINGS <ol style="list-style-type: none"> 1. Students will understand that many historically marginalized groups resist oppressive forces. 2. Students will understand that there is no “correct” way for historically marginalized groups to resist oppressive forces. 3. Students will understand that changes in policy can impact entire communities. 	
2a. TIERED STUDENT LEARNING OBJECTIVES Students will use primary and secondary sources to describe the events that led up to and happened during the 1967 Newark “riot.” ----->	2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>) I need to understand that the beating of John Smith by police officers on July 12 at the 4th precinct sparked the 1967 rebellion. I need to understand that Smith’s beating sparked a movement that extended beyond just that one instance. I need to understand that the rebellion took place over 5 days. I need to understand that while it is true that	

<p>I can examine primary and secondary sources to describe the events that led up to and happened during the 1967 Newark “riot.”</p>	<p>“looting” was widespread during the rebellion, much of this activity was directed at white-owned businesses that were known to exploit African-American communities in Newark. I need to understand that community leaders and even the National guard were involved and 26 people were killed. I need to understand that Mayor Baraka’s father was beaten and arrested by police.</p>	
<p>3. ASSESSMENT</p> <ul style="list-style-type: none"> • Students will demonstrate understanding of the events that took place during the 1967 Newark “Riot,” as evidenced by their verbal answers to clarifying questions during the popcorn reading and class discussion. • Students will demonstrate understanding of the causes of the 1967 Newark “Riot,” as evidenced by their answers on an exit ticket. 		
<p>4. INDIVIDUALIZED STUDENT NEEDS</p> <ul style="list-style-type: none"> • IEP, English Language learner 		
<p>PROCEDURE AND PRACTICE</p>		
<p>TEACHER’S ROLE Questions to Ask</p>	<p>WHAT ARE STUDENTS DOING?</p>	<p>MATERIALS</p>
<p>1. LAUNCH/STARTER/ANTICIPATORY SET (10 min.) Do Now (5 minutes)</p> <ul style="list-style-type: none"> • Set a 5 minute timer • Have students respond to the following on a sheet of paper: <p>Consider your prior knowledge of the following names:</p> <ul style="list-style-type: none"> - George Floyd - Breonna Taylor - Kyle Rittenhouse <p>1. What do these names have in common? Consider:</p> <ul style="list-style-type: none"> - similarities in causes and effects - who was involved - any lasting impact they might have had <ul style="list-style-type: none"> • Circle through the room as they are writing 	<ul style="list-style-type: none"> • Answering Do Now on paper <p>Consider your prior knowledge of the following names:</p> <ul style="list-style-type: none"> - George Floyd - Breonna Taylor - Kyle Rittenhouse <p>2. What do these names have in common? Consider:</p> <ul style="list-style-type: none"> • similarities in causes and effects • who was involved • any lasting impact they might have had <ul style="list-style-type: none"> • Share out answers to the Do Now 	<p>Projector and slides displaying do now Notebooks (Paper) and pencil</p>

<ul style="list-style-type: none"> ● Call on 3-4 students to share out their answers ● Discuss: <ul style="list-style-type: none"> ○ The significance of each name and the details of what happened to clear up misunderstandings ○ The connections they all have to modern day police brutality ○ The way they all generated greater conversations throughout the public’s mind <ul style="list-style-type: none"> ■ Connect back to Essential Question: How does conflict produce change? 	<ul style="list-style-type: none"> ● Respond to further clarifying questions prompted by the discussion 	
<p>2. LEARNING ACTIVITIES</p> <ul style="list-style-type: none"> ● Introduce the 1967 Newark “Riot” ● Give handout with introduction to students; explain that this is how we will be beginning this unit ● Have students popcorn read the source <ul style="list-style-type: none"> ○ Instruct students to make notes in their graphic organizer as they read ○ Model successful note taking for this segment by following along on a copy of the reading and vocalizing my annotation. For example: “That sounds like a primary idea, I am going to underline that and mark it with a star.” ● Pause reading and ask clarifying questions a few times throughout the reading <ul style="list-style-type: none"> ○ What was the primary event that triggered the beginning of the “riot”? (arrest, beating, and perceived death of cab driver John Smith) ○ How did the citizens of Newark believe the situation happened? (Thought he was killed in police custody, was really taken out the back to a hospital) 	<ul style="list-style-type: none"> ● Popcorn reading introduction document <ul style="list-style-type: none"> - Making notes in their graphic organizers - Answering clarifying questions - Asking questions if needed ● Looking at timeline on RiseUp North Newark website <ul style="list-style-type: none"> ○ Using chromebooks to visit the website and look through events of the “riots” ○ Focusing on one specific category of events (the way the government was involved in the situation; the police beatings and casualties; the work of community leaders; etc.) ● Reading individually ● Making notes about their specific cause in their graphic organizer 	<p>Printouts of introduction document Chromebooks Notebooks and pencil</p>

<ul style="list-style-type: none"> • Explain how racism was rampant during this time and that oppression was something the people of Newark had been experiencing for a long time; this incident with John Smith was not isolated and the frustrations were deeper than one day. • Introduce timeline from RiseUp North Newark <ul style="list-style-type: none"> ○ Students read individually • Illustrate that the 1967 Newark “Riot” Rebellion was triggered by an instance of police brutality but that other tensions had been building up and bubbled over 		
<p>3. CLOSURE Exit ticket (5 minutes)</p> <ul style="list-style-type: none"> • Have students answer on a sheet of paper. <ol style="list-style-type: none"> 1. What are some of the factors that can be contributed as <u>causes</u>* of the 1967 Newark “riot?” *This entails both surface level and deeper causes. List at least 2. Use full sentences and add detail from the text. <ul style="list-style-type: none"> • Explain the connection between what we discussed earlier about bubbling tensions that had been existing for a long time 	<ul style="list-style-type: none"> • Students will demonstrate understanding of the day’s learning activities by answering an exit ticket. <ol style="list-style-type: none"> 2. What are some of the factors that can be contributed as <u>causes</u>* of the 1967 Newark “riot?” *This entails both surface level and deeper causes. List at least 2. Use full sentences and add detail from the text. <ul style="list-style-type: none"> • Students will turn in their exit tickets before leaving. 	<p>Notebook paper pen/pencil .</p>
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>	<ul style="list-style-type: none"> • Continue adding notes from the timeline website to the graphic organizer. Focus specifically on the category of events you chose in class. 	

Day 2:

<p>Name</p>	<p>Topic/Title Police brutality and protest</p>	<p>Grade Level 11th grade</p>
<p>1a. STANDARD: NJ Common Core Standards</p>		<p>1b. ENDURING UNDERSTANDINGS</p>

<ul style="list-style-type: none"> 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). 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. 	<ol style="list-style-type: none"> Students will understand that many historically marginalized groups resist oppressive forces. Students will understand that there is no “correct” way for historically marginalized groups to resist oppressive forces. Students will understand that changes in policy can impact entire communities. 	
<p>2a. TIERED STUDENT LEARNING OBJECTIVES</p> <p>Students will use analytical skills to draw comparisons between the historical event of the 1967 Newark Rebellion and modern-day parallels with police brutality.</p>	<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</p> <p>I need to understand that the beating of John Smith by police officers on July 12 at the 4th precinct sparked the 1967 rebellion. I need to understand that Smith’s beating sparked a movement that extended beyond just that one instance. I need to understand that the rebellion took place over 5 days. I need to understand that while it is true that “looting” was widespread during the rebellion, much of this activity was directed at white-owned businesses that were known to exploit African-American communities in Newark. I need to understand that community leaders and even the National guard were involved and 26 people were killed. I need to understand that Mayor Baraka’s father was beaten and arrested by police.</p> <p>I need to understand that police brutality is something that existed long after the Civil Rights era was technically concluded and still happens to this day. I need to understand that historically communities of color have stood up against oppressors and fought against police brutality.</p>	
<p>3. ASSESSMENT</p> <ul style="list-style-type: none"> Students will demonstrate understanding of the different connotations expressed by the terms “riot” and “rebellion” as evidenced by their written and shared out answers to the Do-Now. Students will demonstrate understanding of specific actions that have been taken in Newark to address police brutality as evidenced by their notes on their graphic organizer. 		
<p>4. INDIVIDUALIZED STUDENT NEEDS</p> <ul style="list-style-type: none"> IEP, English language learner 		
<p>PROCEDURE AND PRACTICE</p>		
<p>TEACHER’S ROLE</p>	<p>WHAT ARE STUDENTS DOING?</p>	<p>MATERIALS</p>

Questions to Ask		
<p>1. LAUNCH/STARTER/ANTICIPATORY SET (_ min.)</p> <p>Do Now (5 minutes)</p> <ul style="list-style-type: none"> ● Set a 5 minute timer ● Have students answer on a sheet of paper. <p>Do Now:</p> <ul style="list-style-type: none"> - What comes to mind when you hear the term ‘riot?’ - What comes to mind when you hear the term ‘rebellion?’* <p>*(Consider the words, phrases, images, and feelings that come to mind)</p> <ul style="list-style-type: none"> - Why do you think some historical events are classified as ‘riots’ while others are considered ‘rebellions?’ <ul style="list-style-type: none"> ● Circle through the room as they are writing ● Call on 1-2 students to share out their answers ● Discuss: <ul style="list-style-type: none"> ○ Connotations of “riot” vs “rebellion,” why the terms are used interchangeably by some but how they have much deeper significance ○ Being deliberate with our language 	<p>Answering Do Now on paper:</p> <p>Do Now:</p> <ul style="list-style-type: none"> - What comes to mind when you hear the term ‘riot?’ - What comes to mind when you hear the term ‘rebellion?’* <p>*(Consider the words, phrases, images, and feelings that come to mind)</p> <ul style="list-style-type: none"> - Why do you think some historical events are classified as ‘riots’ while others are considered ‘rebellions?’ <ul style="list-style-type: none"> ● Share out answers to the Do Now 	<p>Projector and slides displaying do now</p> <p>Notebooks (Paper) and pencil</p>
<p>2. LEARNING ACTIVITIES</p> <ul style="list-style-type: none"> ● Show short video clip of news broadcast from during the “riot” <ul style="list-style-type: none"> ○ ~2 minutes long ○ Examine the language that was used ○ Ask how the perspective that the video was coming from informs the language they chose ● Introduce NBC article (selected paragraphs) detailing the state of policing in Newark as of 2020, including how the Mayor has been involved in decisions about police reform <ul style="list-style-type: none"> ○ Set a 8 minute timer 	<p>Watching video clip</p> <ul style="list-style-type: none"> ● Taking mental notes as they watch; thinking about the specific language choices being used by the broadcaster ● Sharing answers to the class <p>Reading article</p> <ul style="list-style-type: none"> ● Reading independently for 8 minutes ● Making notes while reading in graphic organizer <ul style="list-style-type: none"> ○ Specific actions taken by the Mayor/the city of Newark to address police brutality 	<p>Printouts of the selections from the NBC article</p> <p>Projector with timer displayed</p>

<ul style="list-style-type: none"> ○ Have students read the article independently and add to their graphic organizers <ul style="list-style-type: none"> ■ Specific actions taken by the Mayor/the city of Newark to address police brutality ■ Data and statistics showing the effectiveness (or lack thereof) of the actions that have been taken to address police brutality ● Bring students back to the whole group ● Call on 2-3 students to summarize the main points that the article covered 	<ul style="list-style-type: none"> ○ Data and statistics showing the effectiveness (or lack thereof) of the actions that have been taken to address police brutality ● Summarizing the reading 	
<p>3. CLOSURE</p> <ul style="list-style-type: none"> ● Introduce tomorrow’s assignment of letter writing ● Provide students with the prompt they will be completing tomorrow: <ul style="list-style-type: none"> ○ “Evaluate Mayor Baraka’s platform by citing the official changes that have been made to back up your opinion and lived experiences as someone who lives in the city of Newark” ● Discuss what sources students will use to answer the question tomorrow (all notes should be on graphic organizer) <ul style="list-style-type: none"> ○ Introduction reading ○ NBC article reading ○ Video of Mayor Baraka (day 3) 	<ul style="list-style-type: none"> ● Making note of the assignment directions 	<p>Projector displaying assignment guidelines</p>
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>		