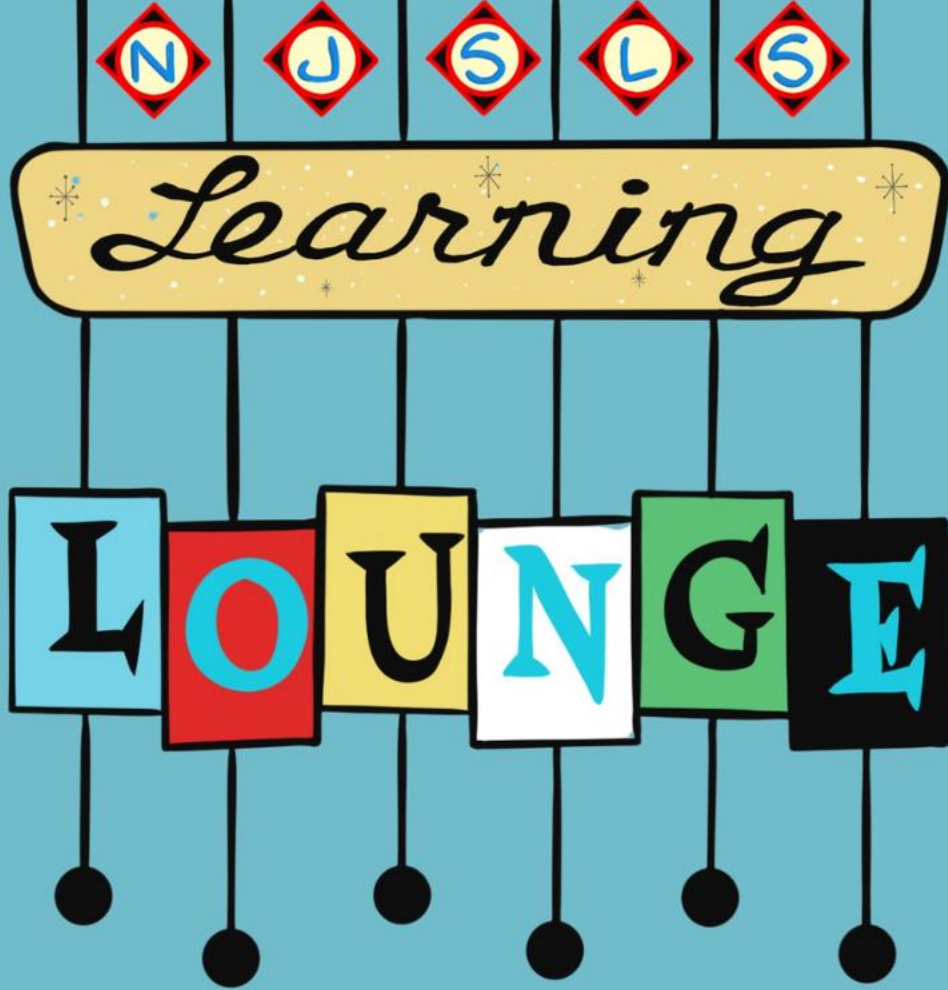


As we wait for our  
Learning Lounge to begin,  
please use the chat to share the  
subject you teach, the grade  
level(s), and what brings you  
joy in your current teaching  
assignment.

Division of Teaching and Learning  
Services

Office of Standards





# **More Than Just a Month:**

Integrating  
*NJ's Black Heritage Trail*  
into the K-12 Social  
Studies Curriculum



**Division of Teaching and Learning  
Services**

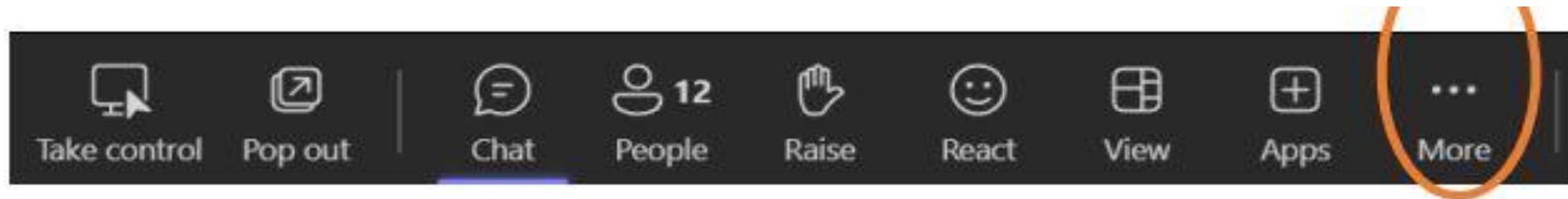
Office of Standards



# To turn on live captions:



- Once you enter a Teams meeting or webinar, at the top of your screen, find the three dots with “more” written underneath.



- Go to “Language and Speech” and click on “Turn on live captions”.



# On today's Learning Lounge...

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- Ashley Woolsey-Greene (she/her), Social Studies coordinator, Office of Standards.
- Noelle Lorraine Williams (she/her), Director, African American History Program, NJ Historical Commission.





# Purpose of today's Learning Lounge



- Discuss legislation and standards that call for African American history instruction in K-12 social studies.
- Share information regarding NJ's Black Heritage Trail.
- Provide culturally responsive instructional strategies and resources.



# Legislation



## **NJ Rev Stat § 18A:35-4.43: Infusion of African American accomplishments into school curricula.**

- a. Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.
- b. The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.





# By End of Grade 2

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- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.





# By End of Grade 5



- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 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).
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.





# By End of Grade 8



- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. (1754-1820s)
- 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. (1754–1820s)
- 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. (1754–1820s)
- 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. (1801–1861)



# By End of Grade 8, cont.



- 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. (1801–1861)
- 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. (1801–1861)
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. (1850–1877)
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. (1850–1877)



# By End of Grade 12



- 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. (1754–1820s)
- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance). (1801–1861)
- 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. (1850–1877)
- 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. (1850–1877)



# By End of Grade 12, cont.



- 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. (1890-1930)
- 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. (1890–1930)
- 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. (1890–1930)
- 6.1.12.HistoryUP.11.a: 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. (1929–1945)
- 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. (1945–early 1970s)



# African American History in New Jersey

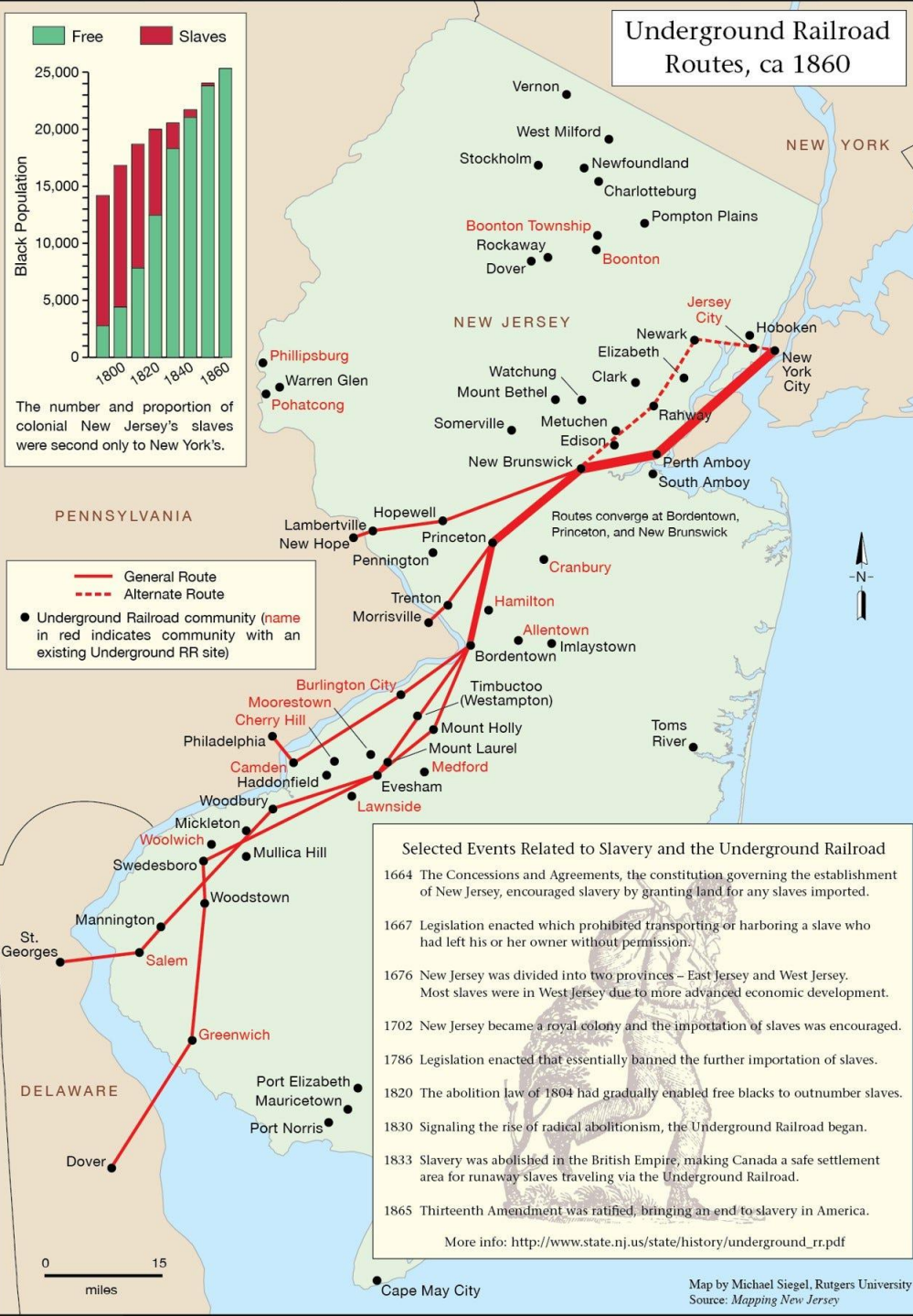




## New Jersey's Underground Railroad Heritage "Steal Away, Steal Away..."

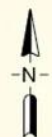
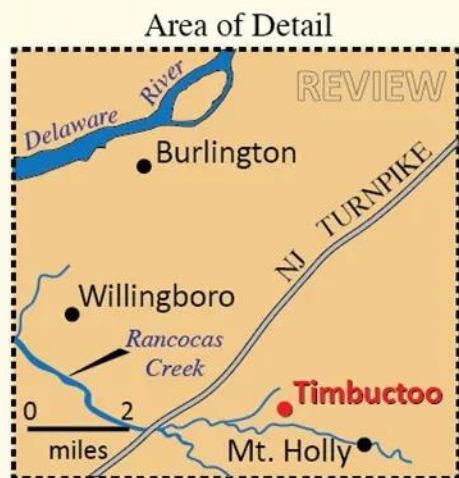








## Black Settlements



0 20 miles

© Rutgers University



The black communities on this map were established in the 19th century or before; they have distinctive names; and there is evidence of the settlement (e.g. a cemetery, church, school, or houses).

- 1 Baileytown (Woodstown)
- 2 Davistown (Gloucester City)
- 3 Fenwick/Portertown/Cedarville (Mannington)
- 4 Jericho (Deptford)
- 5 Jordantown (Pennsauken)
- 6 Gouldtown (Fairfield)
- 7 Lawnside
- 8 Little Rocky Hill (South Brunswick)
- 9 Marshalltown (Mannington)
- 10 McKee City (Egg Harbor)
- 11 Newtonville (Buena Vista)
- 12 Pine Brook (Tinton Falls)
- 13 Reevytown (Neptune)
- 14 Sadlertown (Haddon)
- 15 Siegtown (Middle)
- 16 Small Gloucester (Woolrich)
- 17 Springtown (Greenwich)
- 18 Timbuctoo (Westampton)
- 19 Whitesboro (Middle)
- 20 Woodsville (Manalapan)
- 21 Wrightsville (Cinnaminson)

Towns no longer in existence:

- 22 Colmantown (Mount Laurel)
- 23 Skunk Hollow (Alpine)





# Inclusive US History Instruction



- Highlight the diversity within communities, including different national origins, cultures, and experiences.
- Explore the intersectionality of individuals with other identities.
- Acknowledge the problems with generalizing or stereotyping people.
- Celebrate the achievements and resilience of communities as part of the shaping of American society and culture.
- Avoid using outdated or offensive terminology.
- Present primary sources to incorporate diverse resources and perspectives; don't rely solely on textbooks.
- Connect historical events to current issues and ongoing movements.





# Respectful and Culturally Responsive Instruction



- Present African American history as continuous and foundational to American history, not just focused on slavery and civil rights.
- Teach about the full spectrum of African American activism and resistance, from slave revolts to the Niagara Movement, NAACP, SNCC, Black Panthers, and contemporary movements like Black Lives Matter.
- Analyze African American experiences and perspectives during major historical periods (Colonial era, American Revolution, Civil War, Reconstruction, Great Migration, World Wars, Civil Rights era) beyond just their role as subjects of oppression.
- Explore the profound influence of African American contributions across all aspects of American culture: literature, music, art, dance, fashion, language, cuisine, sports, science, and technology.
- Challenge stereotypes by teaching about African American intellectual traditions, entrepreneurship, political leadership, and community-building throughout American history.



# African American History in NJ Resources



- [A History of Slavery in New Jersey](#)
- [African Americans in Westfield, NJ \(1720-2020\)](#)
- [Black Power! 19<sup>th</sup> Century Newark Map](#)
- [Black Heritage Trail of New Jersey](#)
- [Crossroads of the American Revolution®: Meet Your Revolutionary Neighbors](#)
- [Curriculum on Timbuctoo and Antebellum Free Black Communities](#)
- [New Jersey: A State Divided on Freedom](#)
- [New Jersey Slavery Records Index](#)
- [Teaching Slavery in Colonial NJ - Upper Elementary Level](#)
- [Teaching Slavery in Colonial NJ - Middle School / High School Level](#)
- [Timbuctoo Historical Society](#)
- [National Museum of African American History & Culture](#)





# Amistad Commission



- Amistad Commission website
- Amistad Commission Summer Institute
  - Stockton University - August 4-7<sup>th</sup>, 2025
- NJ History Day – 4<sup>th</sup> & 5<sup>th</sup> Grade





# Conclusion



- The standards call for the inclusion of NJ African American history and provides natural entry points in the curriculum to meet the Amistad mandate.
- NJ African American history makes history local, tangible and personal by connecting students to events that happened in places they know.
- US history instruction should reflect the diversity, complexity and perspectives of African Americans throughout all eras.





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# Thank You!

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