

Amistad

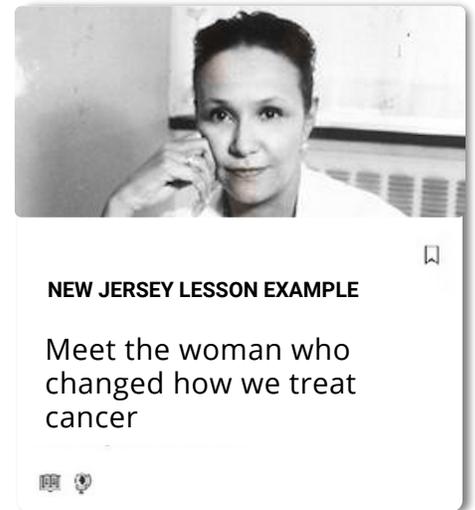
Supporting New Jersey Curriculum Mandates

Why Now?

To recognize the integral part African-Americans have played at every turn in this nation's history, New Jersey introduced the Amistad Bill (A1301), which became law in 2002. This legislation calls on New Jersey schools to incorporate the history, experiences and contributions of African-Americans and the descendants of the African Diaspora into their social studies curriculum.

Why Newsela?

Between our constantly updating stream of vetted, real-world content and dedicated resources within Newsela Social Studies, we can help teachers bring African-American history and contributions into their classrooms with engaging, thoughtful lessons that recognize the contributions to modern and historical American life made by the Black community and celebrate stories of Black excellence.



HIGHLIGHTS:

Helps students make sense of the past and present

Engaging topics and activities help students make sense of the past and present and understand how it relates back to their lives.

Features stories where students see themselves

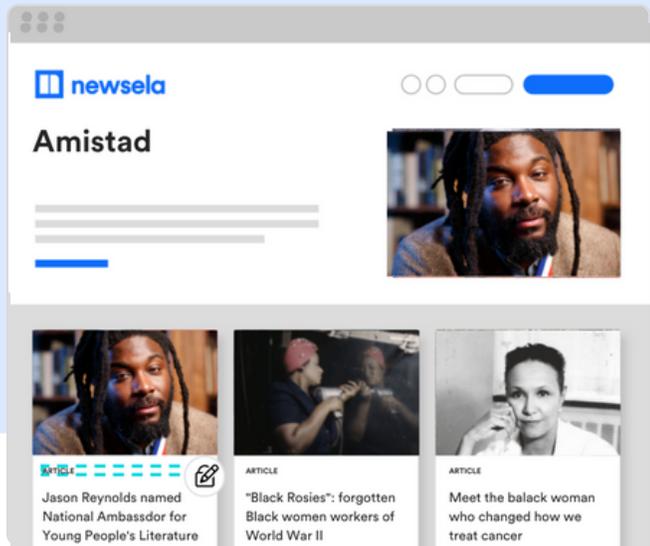
Text sets highlight the contributions of African-Americans - including young people's stories so students can see themselves in the content.

Builds in Social, Emotional and Ethical (SEE) Learning

The upcoming Black U.S. History Collection in Newsela Social Studies integrates social-emotional learning through alignment to the SEE framework, supporting ALL students and recognizing that many may have personal connections to the content.

Instructional supports for each article

Help teachers expand students' learning experience and engagement

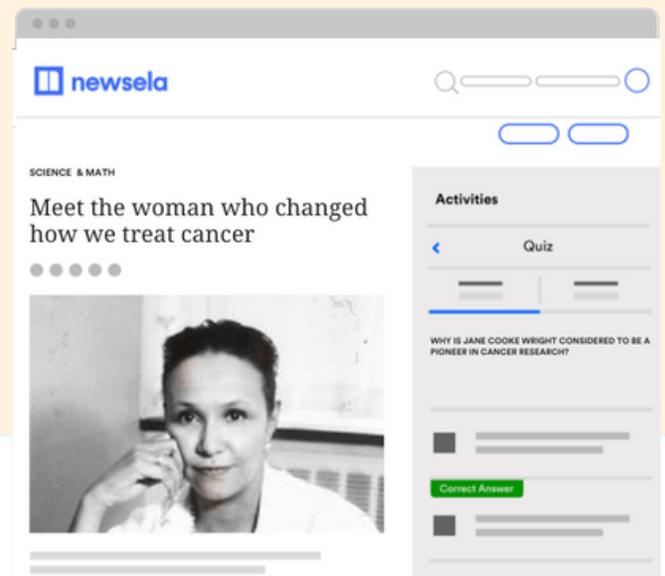


Curations, Lessons, and Customizations

Teachers can use Newsela to teach to the standards and priorities of their school and district. Create custom activities, search for content by standard, curate Text Sets, and control the reading levels students see.

Quizzes, Writing Prompts, and Assignments

Teachers can create and share customizable assignments and give students access to reading comprehension quizzes, customizable writing prompts, and annotations.



Example Lesson Spark for Amistad Text Set

Exploring the Contributions of African Americans

Time to Complete: 45mins.

State Specific Context

N.J.S.A 18A 52:16A-88

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.

Standards Alignment

RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.12.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.

Instructional Resources

Before Reading

Paired Image Analysis: Choose two images and complete the paired image analysis worksheet. Ask students to identify at least 2 specific details and connections among the images in a share out afterwards.

During Reading Instructions

Important vs. Interesting: Highlight important details in GREEN. Highlight interesting details in YELLOW. Re-read your GREEN highlights and write an annotation at the end of the text to answer the following: How do these details help you understand the central idea of the text?

After Reading

Student Choice Share Out: Have students choose one of the three articles that they read and present to their teammates around the question - "How do the African Americans represented in this article continue to have an impact on current American events or history?"

Name: _____
Class: _____ Date: _____

Paired Image Analysis

Directions: Choose 3 details in each image and describe them in the correct column provided for each image. On the RIGHT, add notes about the similarities/difference between the details recorded for each image based on your background knowledge or ability. Finally, record a conclusion that can be made by synthesizing your observations and inferences about the images.

	Image #1	Image #2	Similarities/Differences in Details
detail #1			
detail #2			
detail #3			
Conclusion			



Paired Images Worksheet

Cross Curricular Resources

Social Studies One Pager: Have students work in groups with individuals who read different articles to develop a digital one pager representing the contributions of Black Americans in the Pre-Civil Rights Era. It should include a creative, large visible title, important quotations or ideas, at least 2 visuals and 8 facts, and a reflection or personal connection. It should be colorful and visually appealing, showing that time and effort was put into the composition and organization. Then, have students present their one pagers to the class, explaining what content they included and why.

ARTICLE

Arts & Culture

Meet the woman who changed how we treat cancer

By Massive Staff, adapted by Newsela staff. Published: 02/23/2020 Word Count: 647
Recommended for: Upper Elementary School - High School Text Level: 7



Caption

Jane Cooke Wright broke barriers as a black female doctor and cancer researcher beginning in the 1940s.

Chemotherapy is one of the most common cancer treatments today. Jane Cooke Wright, a pioneer in cancer research, played a major role in cancer research and developing chemotherapy methods that would help patients in new ways.

She also faced many challenges as a black female doctor in a field that was dominated by white men.

Background And Early Medical Career

Wright was born into a family of doctors in 1919 in New York City. Her grandfather was a graduate of the first medical school for African Americans in the South. Her father, Louis Wright, was one of the first black graduates of Harvard Medical School.

Louis Wright was the city's first African-American police surgeon in 1929. Later, he established a

cancer research center at Harlem Hospital in New York City. Historically, Harlem Hospital was known for training black doctors and nurses.

Both Wright and her sister, Barbara Wright Pierce, became doctors. At the time, the number of black female physicians in America numbered in the hundreds.

Wright graduated from New York Medical College in 1945 and completed her training at Harlem Hospital. Later, she joined the hospital's cancer research center where her father was director. When her father died in 1952, Wright was appointed head of the research foundation, at the age of 33.

Changing Cancer Treatment Through Clinical Trials

Cancer is one of the leading causes of death in the world. It causes uncontrolled growth of cells in the body, which can form lumps in tissues called tumors. When tumors are too numerous or large, they can interfere with organ function.

In the late 1940s, the best-known method for attacking tumors was to remove them through surgery. When Wright began her work, she pushed the idea of connecting research on mice to research on cell or tissue samples in the lab. She then compared the results to tests done on humans in clinical trials.

Clinical trials are tests done on a large number of patients. Usually, the patients are split up into two groups: One group receives the treatment and one group does not. Scientists can then compare the two groups to see how well the treatment works.

Today, new treatments or drugs usually have to go through clinical trials before they are approved for the public. Clinical trials are now so common, it's hard to imagine developing cancer treatments without them.

That shift is largely due to Wright's work. She opened "the gates to new possibilities in treatment of cancer. In that way she was a trailblazer," said Robert E. Madden, professor of surgery at New York Medical College.

Developing Chemotherapy As An Effective Cancer Treatment

Chemotherapy involves treating cancer using drugs that kill cancer cells or stop them from growing or spreading



Jane Cooke Wright as a young girl around 1921. Photo from National Library of Medicine/Smith College

to other parts of the body. Wright tested and proved that chemotherapy could work to treat tumors of the brain and other organs. Before this, chemotherapy was a relatively untested way of dealing with cancer.

Wright came up with a variety of methods for injecting chemotherapy drugs directly into the bloodstream of patients. Then, veins and arteries could carry the treatment to hard-to-reach tumors.

She doggedly tested a variety of chemical compounds and dosages to find the most effective treatments and reduce side effects. She also conducted some of the first tests on combinations of drugs to find the specific order of treatments that works best.

Wright's work continued for 40 years. In 1964, she was appointed to President Lyndon B. Johnson's Commission on Heart Disease, Cancer and Stroke. This later led to a national network of treatment centers for these diseases. She became the first woman president of the New York Cancer Society in 1971. She retired in 1987 and died in 2013, with many remembering her lasting contribution to cancer research.



Newsela's content is published daily from trusted and vetted sources at 5 different reading levels. Teachers can find a wide range of Social Studies resources to support instruction supporting New Jersey curriculum mandates.



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