



Monmouth
County
Historical
Association

Beneath the Floorboards: Whispers of the Enslaved from Marlpit Hall
Elementary education digital companion to the exhibit

New Jersey Student Learning Standards 2020

Legislation:

Amistad Law: 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.

New Jersey 2020 Student Learning Standards: Social Studies:

BY GRADE 5:

- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time
- 6.1.5.HistoryCC.4 use evidence to document how the interactions between African, European, and Native American groups impacted their respective cultures
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives
- 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

New Jersey 2020 Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

BY GRADE 5:

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

NJ Student Learning Standards: English Language Arts

BY GRADE 5:

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.