

Hidden Figures of Madison

NJ

K-2 Lesson Blueprint
2022

Though there are specific heading to the following suggested lessons the Hidden Figures of Madison project is not limited to general education course. Special and elective classes can participate too.

Language Art Part 1 (LA Part 1)

Lesson Time: 1-2 hrs total

Objective: With assistance, students will research and gather information about a Hidden Figure of Madison, NJ

Materials:

- Digital search engine to visit [Hidden Figures of Madison](#)
- Smart board/projector
- K-12 Resource list ([click here](#)) for additional information
- Flip board or Post it board to record student response during brainstorming
- Marker

Teacher will introduce the students to the Hidden Figures of Madison, NJ by visiting [Hidden Figures of Madison](#) and choose one or two age appropriate figure(s) to highlight as a class. When sharing the biographies with your students encourage them to ask questions, and make personal connections by turning and talking to a classmate to share about what they have heard. Encourage them to identify personality or character traits they would use to describe the figure they have learned about. Encourage them to share key events that happened in the figures life for example where they were born, where they went to school/college, their profession and what they are known for or should be remembered for. Record their responses on the flipboard.

Figures Name	Character Traits	Fun Facts
Aubrey Robinson Sr.	Ambitious, Serious, smart	Veterinarian, Sold milk to stores in NYC, Lived right across the street from CAS

(Example)

Suggested Hidden Figures can include but are not limited to:

- Aubrey Robinson Sr. or Jr.
- Isaac Gordon
- Don Newcombe
- Dr. George D. Kelsey
- Everett Kelsey

Students will turn and talk with a partner and record personality or character traits they have identified to describe the figure they have chosen to feature. Students will share their observations, questions, and personal connections with the whole group. Student will use the information jotted from their brainstorming session to create free verse, acrostic poems or a 4 panel comic of a chosen figure.

Language Arts Part 2 (LA Part 2)

Lesson Time: 1-2 hrs total

Objective: With assistance, students will use information gathered from lesson LA Part 1 and document them in sequential order. Students will use the sequential information to create a 4 panel comic that highlights 4 key occurrences in a Hidden Figure of Madison, NJ's life.

Materials:

- Completed flipboard chart of student responses
- Mini-lesson on the vocabulary word ***sequence: the order in the way something happens***
- The following words/phrases in large print: walk to school, math lesson, snack, mask break, or any meaningful words to represent important events in your classroom.
- Velcro, putty tack, or tape to stick the phrases on a wall or chart that is visible to all students

Teacher will begin the lesson by introducing the vocabulary word *sequence*.

Share an example of why sequence is important ie. baking a cake. Share with the students the wrong sequence then ask them to assist you in putting the steps in sequential order (example: they walked to school, had math class, then had snack). Encourage the students to listen to the biography of the figure(s) and ask them to pay attention to the sequence each event happened in the figures life. The teacher will help the students to place the fun facts in sequential order and record their response on a new chart. The chart should be saved for the comic strip lesson.

Figure	First	Then	Next	Last

Students will learn the meaning of the word sequence by working together to talk about the sequence of their day. The students will work together to sequence notable facts in the figures' live(s) from lesson LA Part 1.

Visual Arts

Option 1

Lesson Time: 2 Class Periods

Objective: Students will use the information gathered in lesson LA Part 1 to create an acrostic poem inspired by a Hidden Figure of Madison, NJ's personality traits/characteristics

Materials:

- Background: Fabric
- Text: Colored felt letters
- Optional: construction paper, markers, colored pencils, crayons, letter stencils

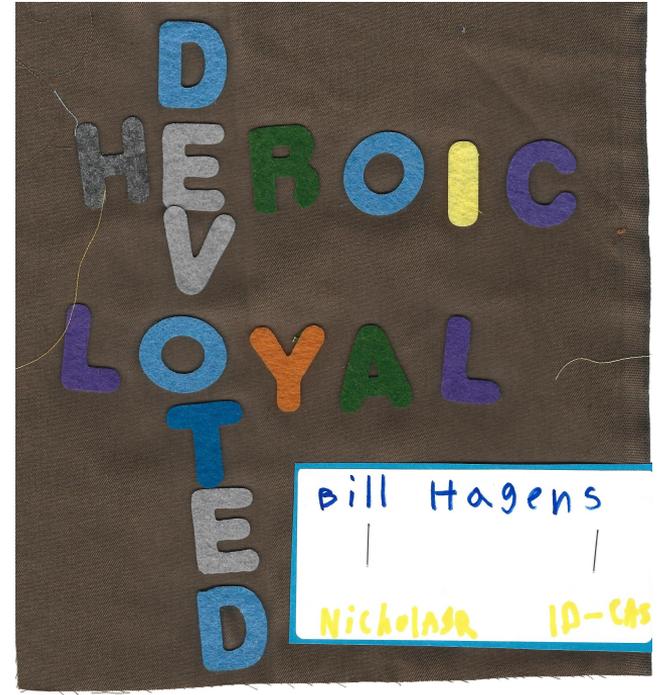
Teacher will demo creating artwork by choosing a figure and creating an acrostic poem that shares character/personality traits of an individual.

Students will make their acrostic poems that share 3 or more character/personality traits of an individual using fabric panels and felt letters

OR

Students will create an acrostic poem using colored construction paper, markers/colored pencils/ or crayons and letter stencils.

Sample:



Visual Arts Continued

Option 2

Lesson Time: 2 Class Periods

Objective: Students will use the sequential information from lesson LA Part2 to create a 4 panel comic that highlights 4 key occurrences in a Hidden Figure of Madison, NJ's life.

Materials:

- Optional: pens, crayons, letter stencils,
- 1 Sheet of White Paper
- [Blank 4 Panel Comic Book Page](#) template

Prior to the lesson teachers should increase their background knowledge on the significance and role comics played in the Civil Right Era. Click the following links that shares information about the topic:

- [The MLK Graphic Novel That Inspired John Lewis and Generations of Civil Rights Activists](#)
- [Princeton's comic book exhibit spotlights superheroes of civil rights movement - WHY](#)
- [Veterans of the Civil Rights Movement -- Political Education Primer — Lowndes County Freedom Organization](#)
- [1956 Martin Luther King "Montgomery Story" Comic Book](#)

Teacher will lead a mini lesson on the importance of comics during the Civil Right Era and guide the students through the steps “How to Create a 4 Panel Comic” with their selected figure as the inspiration. The steps are detailed in the student section below.

Students will

Step 1: Use the sheet of white paper to practice using simple shapes to create a portrait of a figure of their choice: oval for the head, triangle for the body, rectangles for arms and legs, and a simple face.

Step 2: After the students have practiced making their portrait, they will use the [Blank 4 Panel Comic Book Page](#) and pencils to illustrate 4 events in the figures' life in sequential order working from left to right/top to bottom. Each panel should include a notable moment in the figures life.

Step 3: If desired the students can add color to their comic using colored pencils.

Lesson adapted from: [In The Classroom - Life Comic Activity](#)

NJ State Student Learning Standards LA Grade K

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. Integration of Knowledge and Ideas
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

NJ State Student Learning Standards LA Grade 1

Additional standards along with increased proficiency/mastery of K-standards listed on tile 6 with increased independence.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Presentation of Knowledge and Ideas

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

NJ State Student Learning Standards LA Grade 2

Additional standards along with increased proficiency/mastery of K-Grade 1 standards listed on tile 6 and 7 with increased independence.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJ State Learning Standards Visual Arts Grade K-2

1.1.4 B.2 Compare and contrast works of art that communicate significant cultural meanings

1.2.2 D.1. Create works of art using the basic elements of color, line, shape, form, texture, and space for a variety of subjects and basic media.

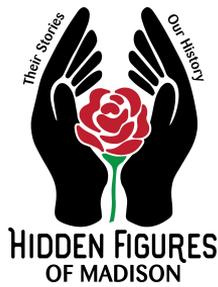
1.2.2 D.2. Cite basic visual art vocabulary used to describe works of art.

1.2.2 D.3. Present completed works of art in exhibition areas inside and outside the classroom.

1.2.2 D.4. Recognize how art is part of everyday life.

1.3.2. D. 1. Identify the basic art elements of color, line, shape, form, texture, and space.

1.5.2 B. Skills 1. Identify family and community as themes in art.



Hidden Figures of Madison

NJ

3-5 Lesson Blueprint

Though there are specific headings to the following suggested lessons the Hidden Figures of Madison project is not limited to general education course. Special and elective classes can participate too.

Language Arts

Option 1

Lesson Time: 1-3 Class Periods

Objective: Students will conduct research and create a baseball card inspired by a Hidden Figure of Madison, NJ.

Materials:

- Digital search engine to visit [Hidden Figures of Madison](#)
- Hidden Figures resource list & images ([click here](#)) if more information is needed
- 5x7 unlined index card
- Pencil
- Mickey Mantle Baseball card image ([click here](#))
- Stat card template ([click here](#))

Teacher will conduct a mini-lesson by asking the students to examine and note the components of [Mickey Mantle's baseball card](#). The teacher will highlight one or two individuals from the biography list on the [Hidden Figures of Madison](#) webpage. The teacher will encourage the students to research a figure and record any notable information about the figure on the provided [stat card template](#). You may also use the [resource guide](#) to share with students when necessary. The teacher will encourage the students to create a baseball card for a figure of their choice.

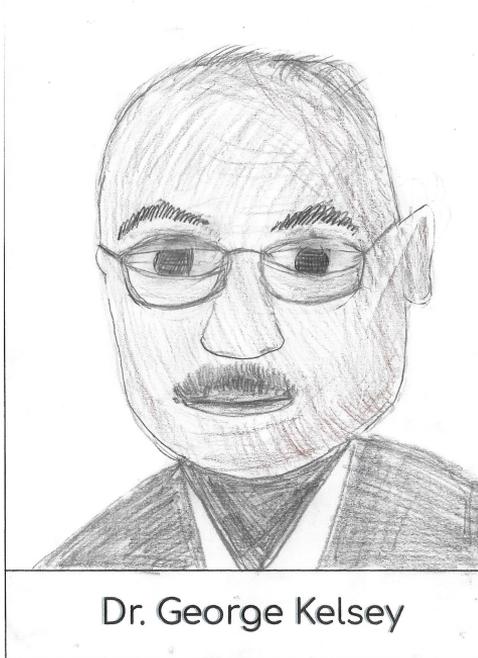
Suggested Hidden Figures:

- Aubrey Robinson Sr. & Jr.
- Mrs. and Mrs. Sellers
- Don Newcombe
- Dr. George D. Kelsey
- Everett Kelsey

Students will choose one individual from the figures featured and fill out the [stat card template](#). The student will use the template as a guide to create a baseball card inspired by a figure.

Name	Dr. George Kelsey
Date of Birth	July 24, 1910
Place of Birth	Columbus, Georgia
Family Members	Andrew Zadok Kelsey Marie Hayward Jones Kelsey Andrew II Kelsey Leola B. Honks George II Kelsey Everett Kelsey Holly Kelsey
Special Talent(s)	Philosophy Theology Fought for civil rights
Greatest Accomplishment(s)	Ph.D. in Philosophy Taught Martin Luther King Jr. Delivered the convening prayer at the 96th Congress of the U.S. Senate in Washington D.C Bachelor of Arts degree Received a Bachelor of Divinity, as a valedictorian Valedictorian of his class in his High School Many more accomplishments

Sample



Language Arts Continued

Option 2

Lesson Time: 1-3 Class Periods

Objective: Students will research a Hidden Figure of Madison, NJ and create an informative mini-documentary that highlights landmarks in Madison or a Hidden Figure of Madison, NJ's life.

Materials:

- Search engine to visit [Hidden Figures of Madison](#)
- Notebook or publishing software
- Recording device
- 3-5 Resource List [click here](#)
- Digital search engine

Option 1:

- Teachers will introduce the students to the Hidden Figures of Madison, NJ by visiting [Hidden Figures of Madison](#) website and selecting one or more figures the class will feature. Teachers will encourage the students to identify notable landmarks that are mentioned in the biographies selected. Teachers should encourage their students to record their findings and the information in a notebook or google doc.
- Students will use their notes to create a informative short documentary highlighting the landmarks discovered while reviewing the biographies. The students can use the 3-5 resource list to find additional information about their figure.
 - Click [here](#) to view an example

Option 2:

Students will use all resources to inform their Wax Museum presentation. If a student chooses to feature one of the Hidden Figures of Madison, NJ they may be asked to share their presentation live or recorded during the community day Spring 2022 event.

(Submit .mp3, .dox, .doc, .mp4, .mov [here](#). Submit other types [here](#))

Language Arts Continued

Option 3

Lesson Time: 1-2 hrs total

Objective: Students conduct research and create a found/cento poem using spoken word or published text about the figure.

Materials:

- Search engine to visit [Hidden Figures of Madison](#)
- Hidden Figures resource list & images ([click here](#))
- Printed copy of the transcript of an interview, newspaper article or speech
- Pencil
- Colored pencils

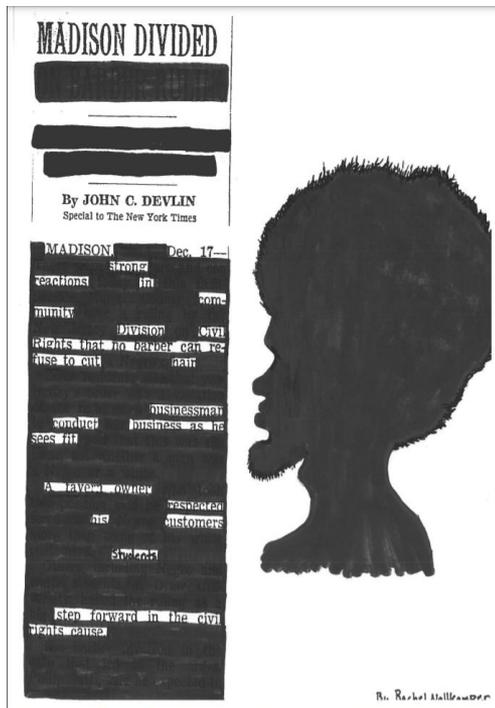
Teacher will guide the students through the steps necessary to create a Found/Cento poem. Click [here](#) to find a pdf. that will guide students to create a found poem individually. Additional resources can be found [here](#).

Students will choose one or more resources from the Hidden Figures resource guide [click here](#) and create a Found/Cento poem that shares a theme inspired by a hidden figure or figures.

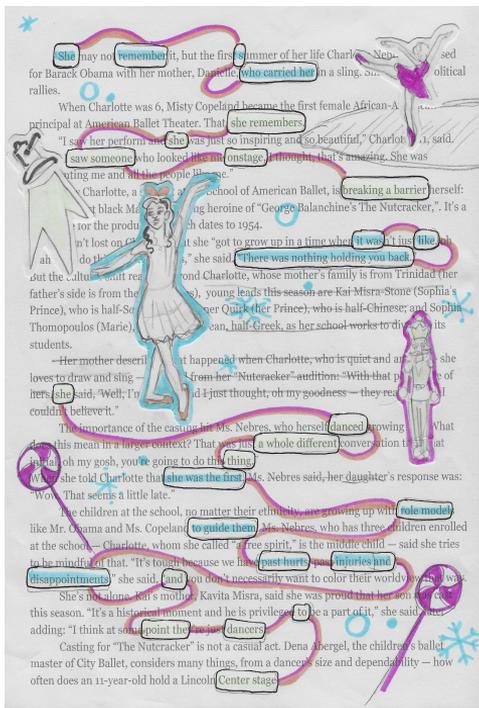
Samples

Examples from Hidden Figures Project 2021

Newspaper Article

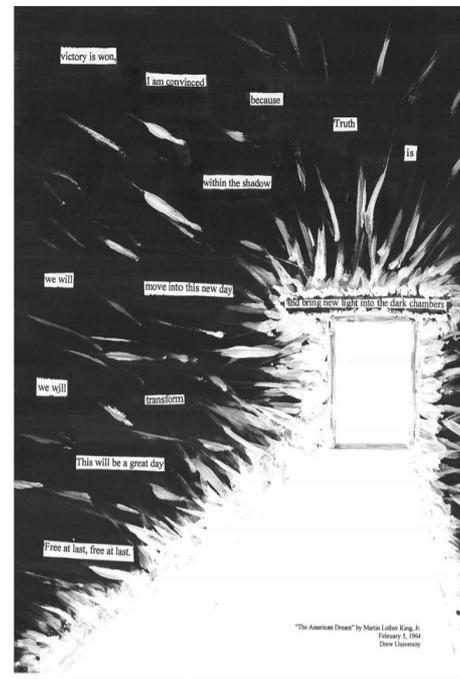


Newspaper Article



Martin Luther King Jr. transcript of

"The American Dream" speech



Visual Arts

Option 1

Lesson Time: 1-2 hrs total

Objective: Students will research a Hidden Figure of Madison, NJ and create a postcard that shares key information and images of the figure and Madison, NJ in the past.

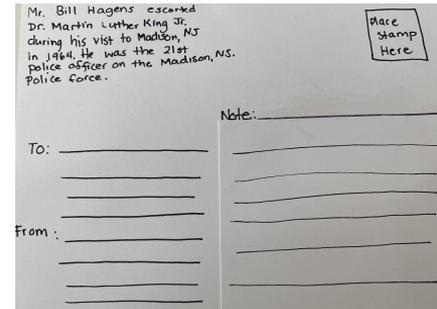
Materials:

- Digital search engine to visit [Hidden Figures of Madison](#)
- Images of Madison, NJ; use image tab ([click here](#))
- Postcard image of Madison, NJ ([click here](#))
- Images of Hidden Figures of Madison, NJ
- Glue
- Drawing tools: pencils, pens, markers
- Scissors
- 5x7 unlined index card

Teacher will introduce art materials and demo creating postcards. You may use the hyperlink for postcards [click here](#) to show an example of postcards from Madison, NJ.” The teacher will assist the students in selecting a hidden figure of their choice to feature on their postcard.

Students will create a postcard using images that highlights Madison in the era of the figure. The postcard should share at least 3 sentences about the figure. Students can use drawing tools to add color and details to their postcard.

Sample



Visual Arts Continued

Option 2

Lesson Time: 2-4 Class periods

Objective: Students will research a Hidden Figure of Madison, NJ and create a superhero portrait of a figure of their choosing.

Materials:

- Digital search engine to visit [Hidden Figures of Madison](#)
- Smartboard or projector to share how to navigate the biography page
- Pens
- Crayons
- Letter stencils
- Mini vocabulary lesson of the word onomatopoeia: the formation of a word from a sound associated with what is named (e.g. pop, bang, boom, *cuckoo*, *sizzle*).

Lesson Prep: Prior to the lesson teachers should increase their background knowledge on the significance and role comics played in the Civil Right Era. Click the following links that shares information about the topic:

- ❑ [The MLK Graphic Novel That Inspired John Lewis and Generations of Civil Rights Activists](#)
- ❑ [Princeton's comic book exhibit spotlights superheroes of civil rights movement - WHY?](#)
- ❑ [Veterans of the Civil Rights Movement -- Political Education Primer — Lowndes County Freedom Organization](#)
- ❑ [1956 Martin Luther King "Montgomery Story" Comic Book](#)

Teacher will introduce the vocabulary word onomatopoeia, the comic strip medium and how they were used during the Civil Rights Movement. Introduce students to the [Hidden Figures of Madison](#) and guide them in creating a superhero portrait of a figure of their choice. Encourage students to highlight a superpower they believe the individual has and include it as an onomatopoeia.

Step 1: Use simple shapes to create their portrait: oval for the head, triangle for the body, rectangles for arms and legs, and a simple face). Have the students redraw their portrait after a mini-lesson on symmetry and the drawing rules of proportions (an eye should not be larger than a mouth in a portrait).

Step 2: Lead the students in a discussion about superheroes and their alter egos (Barbara Gordon/Batgirl, David Banner/Hulk, Ororo Munroe/Storm). Encourage the students to think of a superpower/character trait for the figure of their choice.

Step 3: Have the student draw their figure as a superhero and include text that shares the figure superpower/characteristics in the style of an onomatopoeia.

Students will create a superhero portrait of their selected figure. The portrait should include a bubble of a character trait of the figure in the style of an onomatopoeia.

Lesson adapted from: [Superhero Self-Portraits](#)

NJ State Learning Standards LA Grade 3

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Craft and Structure
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text. Integration of Knowledge and Ideas
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- NJLSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJLSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJLSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJLSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJLSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJLSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJLSLA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge about a topic. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

NJ State Learning Standards LA Grade 4

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Craft and Structure
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. Presentation of Knowledge and Ideas
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJ State Learning Standards LA Grade 5

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

NJ State Learning Standards Visual Arts

1.1.4.B.4. Create an arts experience that communicates a significant emotion or feeling.

1.2.4 D.2. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, and printing inks and select appropriate tools in the production of works of art.

1.1.6 B. 4. Communicate ideas about the social and personal value of art.

1.2.4.D.2. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, and printing inks and select appropriate tools in the production of works of art.

1.2.4 D.3. Generate works of art based on selected themes.



HIDDEN FIGURES
OF MADISON

Hidden Figures of Madison

NJ

6-12 Lesson Blueprint
2022

Though there are specific headings to the following suggested lessons the Hidden Figures of Madison project is not limited to general education course. Special and elective classes can participate too.

Language Arts

Lesson Time: 3-5 Class Periods

Objective: Students will conduct research to create a historical narrative, an expository essay, or a cento/found poem.

Materials:

- Digital search engine to visit [Hidden Figures of Madison](#)
- Publishing software (word, google docs), writing tool such as a pen or pencil and paper
- Historical Fiction [Graphic Organizer](#)
- [Hidden Figures of Madison NJ 6-12 Resource List](#)

Teacher will have students visit [Hidden Figures of Madison](#) and read the biographies that interest them. The student should then conduct research on a figure of their choice using the HFOMNJ 6-12 resource list. While taking notes the students can note their recordings using the suggested text to self icons to express how they felt when reading.

Icon Examples:

- 😊 smiley face=reading this made me happy
- 😞 sad face=reading this made me sad
- ! reading this surprised me
- !! reading this inspired me

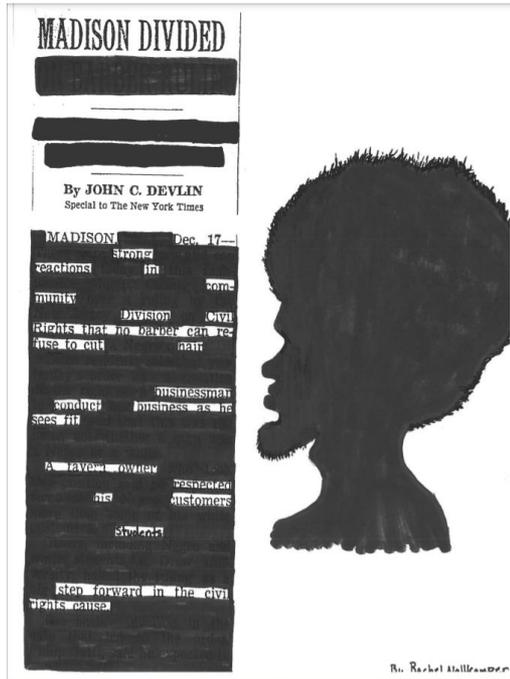
Student Language Arts Options:

1. **Student will** create a one page historical narrative from the point of view of their selected hidden figure. The students can use the graphic organizer to record key details and information about their hidden figure. Click [here](#) to view the steps to create a historical narrative.
2. **Student will** create an expository essay highlighting the contribution of the figure to Madison, NJ and our nation and why they should be admired. The essay can also express the importance of having a street sign or historical marker dedicated to the selected individual on a specific street or location in Madison, NJ. Click [here](#) to view some examples of expository essay that were featured in the *Madison Living* magazine that shared how certain streets in Madison, NJ got their names.

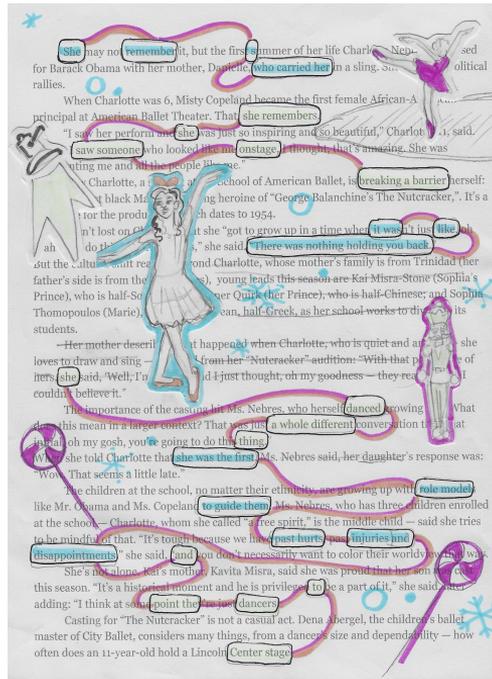
Language Arts Continued

3. **Students will** create a Cento/Found Poem. Click [here](#) to view a pdf. which shares how to guide your student through a found poem lesson. Additional resources can be found [here](#).

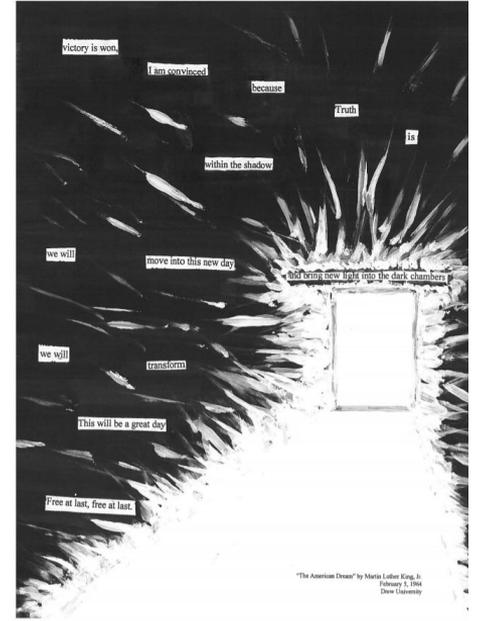
Examples from Hidden Figures Project 2021
Newspaper Article



Newspaper Article



Martin Luther King Jr. transcript of
"The American Dream" speech



Language Arts Continued

4.

Lesson Time: Dependent on the medium/selected project

Materials:

- Digital search engine to visit [Hidden Figures of Madison](#)
- Digital search engine to map location in Madison, NJ
- [6-12 Hidden Figures resource list](#)
- Notebook or google/word doc.
- Recording device

Students will visit [Hidden Figures of Madison](#) website and select a figures biography to read and note the settings of a chosen figure's life and accomplishments in Madison, NJ. Use a notebooks or google/word doc. to record the spaces in the figure's life. Students will select one or more of the landmarks/spaces and create a audio or movie file highlighting the figures and/or the landmarks in the person's life. The audio or movie file should be within 5 minutes. The students submission has the possibility of being used for a self side-guided tour for the Madison, NJ community. Students can view the documentary "[Compromised by Conflict: The Bordentown School & the Struggle for Black Education](#)" as an example.

(Submit .mp3, .dox, .doc, .mp4, .mov [here](#). Submit other types [here](#))

Visual Arts

Lesson Time: Dependent on the medium/selected project

Objective: Students will conduct research and create an individual or collaborative art piece inspired by a Hidden Figure of Madison, NJ.

Materials:

- [Hidden Figures 6-12 Resource List](#)
- [Comics as protest art resource List](#)
- Digital search engine to view biographies [Hidden Figures of Madison](#)

Teacher will introduce the Hidden Figures by visiting [Hidden Figures of Madison](#). The teacher will encourage the students to use the shared resources to complete one of the following projects.

Visual Art Continued

Option 1: Monuments

Materials:

- Digital search engine to visit [Hidden Figures of Madison](#)
- [Hidden Figures 6-12 Resource List](#)
- Medium dependent
- [Monument project prompt](#)

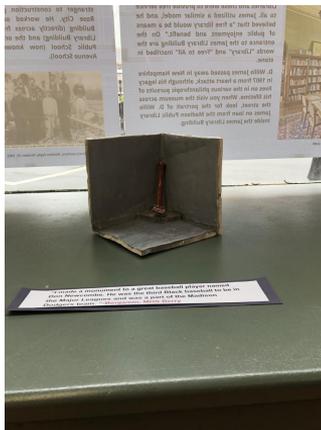
Students will choose a figure to a create an abstract or representational monument using a figure as an inspiration. Please review [Monument project prompt](#).



Monument inspired by Charlotte Nebres (2021)



Monument inspired by Bethel A.M.E. Church (2021)



Monument inspired by Don Newcombe (2021)



Monument inspired by Isaac Gordon (2021)

Visual Arts Continued

Option 2: Comic Strip

Objective: Students will conduct research and create a comic inspired by the figures life.

Prior to the lesson teachers should increase their background knowledge on the significance and role comics played in the Civil Right era. Click the following links that shares information about the topic:

- ❑ [The MLK Graphic Novel That Inspired John Lewis and Generations of Civil Rights Activists](#)
- ❑ [Princeton's comic book exhibit spotlights superheroes of civil rights movement - WHYY](#)
- ❑ [Veterans of the Civil Rights Movement -- Political Education Primer — Lowndes County Freedom Organization](#)
- ❑ [1956 Martin Luther King "Montgomery Story" Comic Book](#)

Materials:

- [Hidden Figures 6-12 Resource List](#)
- [Comic Strip guide 6-12](#)
- Pencil
- Coloring tools

Teacher will introduce the concept of comic strips and how they were used during the Civil Rights Movement.

Students will review the [Hidden Figures 6-12 Resource List](#) and create a comic strip of a chosen figure using the [Comic Strip guide 6-12](#) .

NJ State Standards LA Grade 6-8

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.9-10.3 ([See note: not applicable as a separate requirement, pg. 8](#))
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

NJ State Learning Standards Grades 9-10

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.3 ([See note: not applicable as a separate requirement](#), pg. 8)
- WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

NJ State Standards LA Grade 11-12

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently
- WHST.11-12.1. Write arguments focused on discipline-specific content.
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.3 ([See note: not applicable as a separate requirement](#), pg 8)
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJ State Standards Visual Arts 6-12

- 1.2.6 D.1 Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
- 1.2.6 D.2 Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.
- 1.2.6 D.3 Recognize and use various media and materials to create different works of art.
- 1.1.8 A1 Examine works of art that communicate significant cultural beliefs or set of values.
- 1.1.8.B.3 Express how art is inspired by an individual's imagination
- 1.1.12 B.1 Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.
- 1.1.12 B.2 Formulate a personal philosophy or individual statement on the meaning(s) of art.
- 1.5.8.A.1 Analyze how technological changes have influenced the development of the arts.
- 1.5.8.A.2 Examine how the social and political environment influences artists in various social/historical/political context
- 1.1.6 B. 4 Communicate ideas about the social and personal value of art.
- 1.1.8 A.1 Examine works of art that communicate significant cultural beliefs or set of values.
- 1.2.6 D.1. Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
- 1.2.6 D.2. Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.
- 1.2.6 D.3. Recognize and use various media and materials to create different works of art.
- 1.2.8 D.1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.8.2 Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.12 D.2 Perform various methods and techniques used in the production of works of art.
- 1.2.12 D.3 Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.
- 1.3.12 D.1 Compare and contrast innovative applications of the elements of art and principles of design.
- 1.3.12 D.2 Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.