



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: Social Studies
Grade Span: Grade 5
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COURSE OVERVIEW

Description		
<p>This course provides the fifth grade student with an introduction to United States geography. Students will gain an in-depth understanding of the lives and culture of Native Americans. Students will be given the opportunity to explore, discuss, and analyze the Age of Exploration, its impact on the establishment of the American Colonies, as well as the impact on the Native Americans.</p>		
Goals		
<p>Students will explore the following topics regarding Colonial American history:</p> <ul style="list-style-type: none"> ● Native American tribes ● The early colonization of the present-day United States <p>Students will also study the influential explorers of the age. Students will draw correlations between their voyages and the establishment of permanent colonies in North America. Students will study the effects of colonization on the indigenous population and enslaved Africans.</p> <p>Students will study the influence of Black, Indigenous and other people of color on early American history.</p> <p>Students will also learn the primary functions, vocabulary, and structure of World Geography.</p> <p>Students will learn more about diverse cultures and how these cultures influenced our past and present, and how they continue to influence our future society.</p> <p>Students will learn more in dept information about AAPI** and Amistad*</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	United States Geography	Marking Period 1
Unit 2	Native Americans	Marking Period 2
Unit 3	Building the First Colonies	Marking Period 3

Unit 4	Age of Exploration	Marking Period 4
Unit 5	Diverse Cultures	Yearly
Resources		
<p>Core Text: Social Studies Textbook (Harcourt) The United States: Making a New Nation</p> <p>Suggested Resources: Studies Weekly, BrainPOP, Amistad Curriculum, CNN10, supplemental texts, video clips and websites</p>		

UNIT 1: United States Geography

Summary and Rationale	
<p>The goal of this unit is for students to gain an understanding of the geographical United States by learning about the different regions and states. They will explore the different landforms and bodies of water present in these regions along with their climate and vegetation. Students will analyze how these factors affect patterns of settlement and land use.</p>	
Recommended Pacing	
September-November	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The United States consists of fifty states, which are combined into regions based on similar geography, landform features, and climate. ● The United States has a diverse range of climates and vegetation. ● Humans use and change the environment. ● Climate, landforms, and natural resources play a large role in the lifestyles, culture, and settlement of people of a particular area ● All regions have a unique set of geographical and cultural characteristics that differentiate them from the other regions in the country 	

Unit Essential Questions

- How are the fifty states alike, and how are they different?
- How are the different regions of the United States alike, and how are they different?
- Where is the United States located in relation to the rest of the North American continent?
- What are the different landform regions present in the United States, and where are they located?
- What are the most significant bodies of water present in the United States, and where are they located?
- How do climate and vegetation differ across the United States?
- How do humans use and change the environment?
- How do you read a timeline?
- How can we use lines of latitude and longitude to find the location of a place?

Objectives

Students will know:

- The location of the United States in relation to other countries.
- The names of the regions of the United States (Northeast, Southeast, Midwest, West and Southwest), and the states that they consist of.
- The landforms, major bodies of water, climate, vegetation, and patterns of land use and settlement of each region.
- Timelines
- Latitude/Longitude

Students will be able to:

- List the states that belong to each particular region of the United States.
- Locate the different regions of the United States on a map.
- Describe the landforms and bodies of water located within or adjacent to each region.
- Describe the climate and vegetation of each region.
- Describe how and where people settled and used the land in each region.
- Read a timeline to determine the order of historical events.
- Use latitude and longitude coordinates to determine the location of a particular location.

Resources

Core Text: Social Studies Textbook (Harcourt) The United States: Making a New Nation

Suggested Resources:

- *A True Book: The U.S. Regions* series
- www.geography.com
- *Geography Skills from Amistad www.njamistadcurriculum.net/history/units/socialstudiesskills
- Map of Racial Diversity in the US: <https://www.brookings.edu/research/americas-racial-diversity-in-six-maps/>
- Native American Tribal Maps

- U.S. Department of the Interior- Indian Affairs <https://www.indianaffairs.gov/as-ia/opa/online-press-release/origin-names-us-states>
- World Population Growth: <https://ourworldindata.org/world-population-growth>

UNIT 2: Native Americans

Summary and Rationale	
<p>The goal of this unit is for students to understand that people have lived in North and South America for thousands of years, and that Indigenous groups continue to live on the continent today. The land bridge theory is one idea about how people first arrived. People began farming in the Americas around 3000 B.C. and civilizations arose around 1500 B.C.</p> <p>Native Americans had distinct ways of life depending on their climate, natural resources and regional location. They also had various cultural practices and forms of government. The Eastern Woodlands and Northwest Coast peoples found food in the forests and used trees to make homes and tools. Plains Indians relied on buffalo or farming. Arctic people had to adapt to a cold land. They hunted seals and whales. In the Southwest and the West, people hunted and farmed.</p>	
Recommended Pacing	
November- January	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
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Instructional Focus

Unit Enduring Understandings

- Native Americans have rich and well-established civilizations, cultures, religions and systems of law.
- Native Americans continue to exist and survive in the modern day.
- Native Americans used the climate and natural resources around them to survive and thrive.
- Historians establish justifiable timelines to connect significant events using the data and knowledge available at the time.
- Societies require rules, laws, and government.
- Nations interact with each other through trade, treaties, and use of force.
- Both the physical characteristics and human inhabitants of regions change over time.
- Regional geographic differences can result in social, economic and political differences.
- Where we live influences how we live.

Unit Essential Questions

- How did civilizations develop in the Americas?
- What were early American civilizations, like the Olmecs, Mayans, Ancient Puebloans and Mound Builders, like?
- How did the geography and the climate of the Eastern Woodlands affect the Native Americans there?
- What were the Algonquian and the Iroquois ways of life like?
- How did the geography and the climate of the Plains affect the Native Americans there?
- How did the geography and the climate of the Southwest and West affect the Native Americans there?
- How did the geography and the climate of the Northwest and West affect the Native Americans there?
- How did Native Americans interact with each other?
- What were the natives of Hawaii like?
- What are some common stereotypes of Native Americans that have now been proven false?

Objectives

Students will know:

- The ways in which people adapt and change the environment
- The impact of early North American civilizations
- The ways in which civilizations developed in the Americas
- The ways in which to read and interpret a cultural map
- The ways in which geography and climate affected Native American groups
- How Native Americans groups live today
- The Native Americans had well established cultures and civilizations when encountered by Europeans

Students will be able to:

- Explain how physical features affect human settlement patterns
- Describe ways that people use the land and affect the environment; interpret information given on timelines

- Describe how Native American groups adapted to their environment
- Compare and contrast the ways of life of the different Native American groups
- Describe the social and economic life of Native Americans

Resources

Core Text: Social Studies Textbook (Harcourt) The United States: Making a New Nation

Suggested Resources:

- Tribal map- pages 4-5, page 61
- Tribal map of Native Americans
- A Kid's Guide to Native American History by Yvonne Wakim Dennis
- Social Studies Weekly
- [National Museum of the American Museum website](#)
- [Haudenosaunee Confederacy Website \(Iroquois Confederacy\)](#)
- Videos about various tribes
- [Interactive Native American Map](#)

UNIT 3: Age of Exploration

Summary and Rationale	
<p>The goal of this unit is for students to understand that in the late 1400s, new technology allowed Europeans to begin exploring the world. Many hoped to find a sea route to Asia for trade. The explorations led people to the Americas. European countries soon sent more explorers to claim and settle the new lands. European conquest and settlement led to the loss of land and life for the Native population.</p>	
Recommended Pacing	
January- March	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni-Lenape of New Jersey
6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
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.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Instructional Focus

Unit Enduring Understandings

- Europeans desired goods from Asia, but were unable to import these goods by land, which caused them to look for a sea route.
- New ideas and technology helped in the exploration of the Americas.
- European explorers were driven by the desire to gain wealth and land, and spread Christianity.
- Spain explored modern day South and Central America, and the southern United States.
- Finding a Northwest Passage to the Pacific Ocean was a major goal of British explorers, and will continue to be a goal for Americans until the mid 1800s.

Unit Essential Questions

- Why did Europeans begin to look for a sea route to Asia?
- Why did Europeans explore the Americas, and what did they find?
- Why did the Spanish explore and conquer large areas of the Americas?
- Why did other Europeans explore North America, and what did they find?
- What was the impact of European exploration on Native populations in the Americas?
- What was the impact of the Columbian exchange on both the Eastern and Western Hemispheres?

Objectives

Students will know:

- Early exploration was motivated by the desire to gain wealth, spread Christianity, and expand empires.
- The impact of the expeditions of Christopher Columbus, John Cabot, Ponce de Leon, Hernando Cortes, Jacques Cartier, Francisco Vasquez de Coronado, Henry Hudson, and Robert de La Salle upon the Native Americans and the European country that sponsored them.
- There is an African and Asian presence in the history of global exploration.

Students will be able to:

- Examine artifacts as navigational tools, motives for exploration, and/or products from the Americas.
- Analyze the effects of exploration on North America and the Native Americans living there.
- Discover why explorers came to North America and how their arrival affected Native Americans.

Resources

Core Text: Social Studies Textbook (Harcourt) The United States: Making a New Nation

Suggested Resources:

- StoryWorks
- Studies Weekly

- [Amistad Curriculum Website](#) *
- [The 1619 Project](#)
- Brain Pop
- [National Museum of the American Indian](#)
- [Gd 3-5 Appropriate texts about enslavement](#) *
- Learning for Justice *

UNIT 4: Building the First Colonies

Summary and Rationale	
<p>The goal of this unit is to understand that as a result of the European expeditions, Spain colonized and formed New Spain from lands claimed in North America, including what is now Mexico and much of the southwestern United States. England claimed much of the Atlantic Coast and built settlements in present-day Virginia and Massachusetts. The Dutch founded the colony of New Netherland in present-day New York and New Jersey. France claimed much of what is now Canada and the entire Mississippi River valley to form New France. By 1700, much of North America was divided among these European nations, even though Native Americans already lived there. While some colonists and Native Americans lived in peace and exchanged goods and ideas, many more fought over the land and resources. European colonization caused Native Americans to lose their land and lives.</p>	
Recommended Pacing	
March- June	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.CivicsDP.3	•: Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.GeoSV.2	•: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
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.EconET.1	Identify positive and negative incentives that influence the decisions people make
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources)
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights)
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.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had
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.

Instructional Focus

Unit Enduring Understandings

- Spain colonized much of modern day South and Central America, as well as the southern part of the United States.
- Enslaved people were brought to the Americas from Africa as early as the 1550s.
- England established two major colonies in North America—Plymouth and Jamestown.
- The Dutch established a colony in modern day New York and New Jersey, known as New Amsterdam.
- France established New France in modern day Canada.

Unit Essential Questions

- Why did Spain set up colonies in North America?
- Why did English settlers come to North America, and where did they settle first?
- Why did the English settle in New England?
- Why did the French and the Dutch set up colonies?

Objectives

Students will know:

- Why different people came to the English colonies and where they settled
- How new colonies impacted Native American groups
- The kinds of governments, economies, and new ideas that developed in the colonies
- How religious beliefs affected life and government in the colonies
- How geography affected different aspects of each colony

- The origins of American enslavement of Africans began in 1619
- Why maps need to have different scales
- Economic terms and concepts

Students will be able to:

- Identify and describe the location of the colonies
- Describe the people who founded the colonies and why they chose to settle there
- Describe how New England towns were organized
- Examine relations between Native Americans and settlers
- Explain the role of religion and religious conflict in the colonies
- Analyze the importance of town meetings and self-government in the English colonies
- Explain how a free-market economy developed in the colonies
- Identify the significance of the Great Awakening to life in the middle colonies
- Identify costs of various economic choices
- Discuss how slavery affected the colonies and the enslaved
- Compare and analyze maps on different scales
- Identify the ways in which enslaved Africans dealt with the hardships of their lives

Explain how geography affected the economy of the southern colonies.

Resources

Core Text: Social Studies Textbook (Harcourt) The United States: Making a New Nation

Suggested Resources:

- [Ducksters: Colonial America for Kids](#)
- [History for Kids](#)
- [Land of the Brave](#)
- [Colonial Games and Activities](#)

UNIT 5: Diverse Cultures

Summary and Rationale	
<p>The goal of this unit is to understand the diverse cultures that make up the world. Students will learn about cultures that have influenced beliefs, food, traditions, and the holidays that we celebrate around the world. This unit is designed to be one full unit, or can be intersected with previous units depending on pacing. Diverse cultures include learning about the different heritage months, the holidays that occur throughout the year, and how these cultures influenced our society today. This unit will help prepare students when interacting with diverse classmates and allow them to be ready for the real world. The unit's goal is to create an open-minded student who understands diverse perspectives and backgrounds. We will focus heavily on AAPI, African American heritage, and Arab-American heritage in this unit as it relates to our school population.</p>	
Recommended Pacing	
Yearly	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.CivicsDP.3	•: Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.GeoSV.2	•: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
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.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Instructional Focus

Unit Enduring Understandings

- America is a mixture of diverse cultures, backgrounds, and people
- There are many different celebrations throughout the year that students can learn about
- There are many months that focus on celebrating a specific heritage
- Understanding diverse cultures impacts our society and allows us to be more aware of our peers
- Diverse cultures intersects all units and in all disciplines of school
- Diving deeper into AAPI and their impact on society

Unit Essential Questions

- Why is it important to learn about diverse cultures?
- What impact does diversity have on our society?
- How can understanding diverse cultures help us understand the world around us?
- How did migration create different cultures?
- What is the relationship between religion and the holidays we see around the world?
- How does family influence culture?
- How do groups of people influence a nation?

Objectives

Students will know:

- Different cultures around their community
- Different cultures that make up our state and country
- The diverse holidays that are celebrated around our country
- The diverse holidays that are celebrated around the world
- The importance of the main holidays that we celebrate and observe around our country - Eid, Hanukkah, Christmas, Kwanzaa, Chinese New Year, Easter, Ramadan, Rosh Hashanah, Yom Kippur, etc..
- [The heritage month](#)
- The impact of AAPI on our society
- The impact of African Americans on our society

Students will be able to:

- Identify the importance of diverse cultures in our community
- Identify the importance of diverse cultures in our state and country
- Identify the diverse holiday celebrations around our country
- Identify some diverse holidays celebrated around our world
- Explain the importance of the main holidays in our country
- Identify the different heritage months
- Explain the importance as to why we have different heritage months
- Explain how different cultures impacted (and continue to impact) our society
- Describe their own diverse culture, traditions, and beliefs
- Explain how history has impacted our diverse society today
- Identify and explain the importance of AAPI in our society
- Identify and explain the importance of African Americans in our society
- Identify and explain the importance of Arab Americans in our society

Resources

**Core Text: Social Studies Textbook
(Harcourt) The United States: Making a
New Nation**

Suggested Resources:

*Learning for Justice: <https://www.learningforjustice.org/learn-plan/5th-grade-diversity-lessons-0>
<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-1-actions-and-consequences>

Culture and Diversity Resources: <https://www.teachervision.com/resources/culture-diversity>

Arab-American Heritage Month:

<https://docs.google.com/presentation/d/1JE8FJwnymES0vJO7MC79iwIRG8K0m1klygKq522db6I/edit?usp=sharing>

*Juneteenth: https://docs.google.com/presentation/d/17tjaAApwDvWEH1tXznsncd_YXqVVzRcS5-VJfeEkC9A/edit?usp=sharing

[Interdiscipline: Science+History: <https://www.learningforjustice.org/classroom-resources/lessons/stem-at-work>]

Project Ideas (just check grade appropriateness): <https://www.learningforjustice.org/classroom-resources/student-tasks/do-something>

**AAPI: <https://youtu.be/SzpDw4meKFY>
https://docs.google.com/presentation/d/1KGI5cfh45vuJVFajOT_ZRRiYpKse0zzK7-p2M7pL-g/edit?usp=sharing
<https://www.localpassportfamily.com/2022/05/20-aapi-month-activities.html>

KEY:

* **Amistad**

** **AAPI**