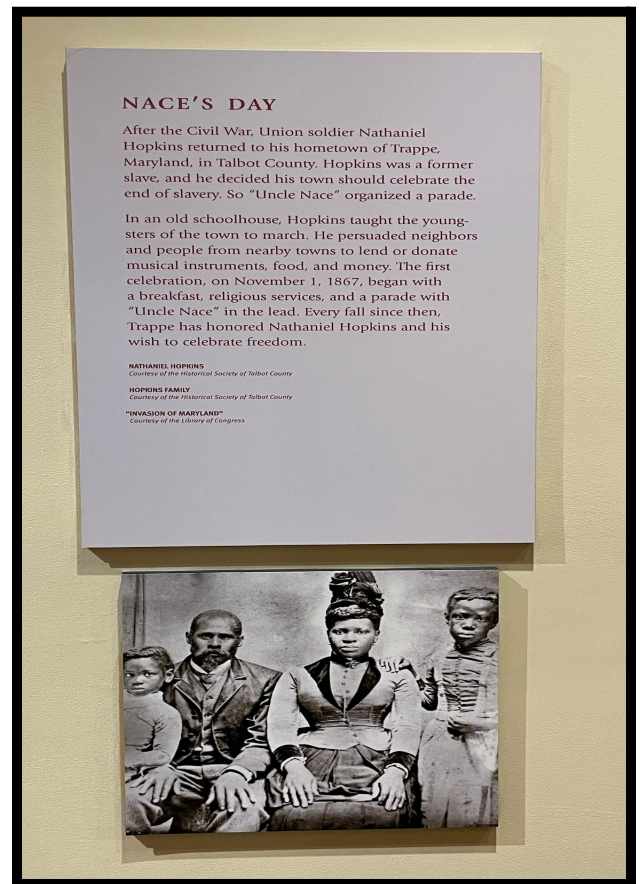


Places of Black Joy: The Nace's Day Parade In Trappe, MD



Subject connections: English, Art, Music, PE, Social Studies

Abstract: Much of the focus in African American history is based around the struggle and excludes the joyful places and experiences. Beaches, parades, and amusement parks were such Places of Joy for the African American community. While the places themselves were born out of struggle and exclusion, the experiences of joy found there were a very real and human part of the African American experience in Maryland, and deserve to be explored. The Nace's Day Parade, one of the longest-running celebrations of Emancipation in the country, is an example of one of these Places of Joy.



Introducing Nathaniel Hopkins and the Nace's Day Parade

written by Candace Martin, Greenbelt MS

appropriate for students in grades 4-10

[Background on Nathaniel Hopkins and the Nace's Day Parade](#) (Google Doc)

[Background on Nathaniel Hopkins and the Nace's Day Parade](#) (pdf)

[The Nace's Day Emancipation Parade - Comprehension Check-Print](#) (Google Doc)

[The Nace's Day Emancipation Parade - Comprehension Check-Print](#) (pdf)

[The Nace's Day Emancipation Parade-Comprehension Check-Digital](#) (Google Doc)

Appropriate for students in grades K-5

[Background on Nathaniel Hopkins](#) (Google Doc)

[Background on Nathaniel Hopkins](#) (pdf)

Places of Joy: The Nace's Day Parade in Trappe, MD

The History and Context of the Nace's Day Parade

Designed and written by Candace Martin, Greenbelt MS

appropriate for social studies and English/language arts grades 4-10¹

[The History and Context of the Nace's Day Parade, a 5-day unit utilizing print and non-print sources](#) (Google Doc)

[The History and Context of the Nace's Day Parade, a 5-day unit utilizing print and non-print sources](#) (pdf)

[A Place of Joy: Nace's Day Emancipation Parade-slides to support the 5 day unit](#) (Google Slides)

[A Place of Joy: Nace's Day Emancipation Parade-slides to support the 5 day unit](#) (pdf)

Creating your Own Parade

Designed and written by Amanda Long, Pershing Hill ES

appropriate for K-6 cultural arts classes²

[Found Object Instruments-Nace's Day Parade](#) (pptx)

[Found Object Instruments-Nace's Day Parade](#) (pdf)

[A collaborative cultural arts team event-how the cultural arts team came together to help students create their own parade](#) (Google Slides)

The Politics Behind Parades

Designed and written by Michelle McGee, North County HS

Appropriate for 7-12 E/LA and Social Studies classes

[Politics behind parades](#) (Google Doc)

[Politics behind parades](#) (pdf)

Nace's Day Parade-Sensory Writing

Designed and written by Tim Sinclair, Northern HS

Appropriate for English/language arts grades 9-12³

[Sensory Writing](#) (Google Doc)

[Sensory Writing](#) (pdf)

¹ Unit written specifically for grade 7

² Unit written specifically for grade 3, but can be scaffolded up or down for different grade levels

³ Scaling for lower grades is discussed at the end of the lesson