



# PISCATAWAY TOWNSHIP SCHOOLS

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**Content Area:** Social Studies  
**Grade Span:** Grade 4  
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## COURSE OVERVIEW

### Description

Fourth grade Social Studies provides students with an introduction to the history of New Jersey. Students will be given the opportunity to link the history of New Jersey to the present-day role of New Jersey. This course also examines state, regional, and national geography and demographics.

### Goals

Students will explore the following topics regarding New Jersey's history:

- New Jersey's land and early people
- The colonization of New Jersey
- Civil Rights
- New Jersey's role in various wars such as the American Revolutionary War, the Civil War, World War I, and World War II

This course will also explore regions of the United States, with respect to landforms, geography, and climate. Students will specifically study the landforms, geography, and climate of New Jersey.

Students will also study the role of New Jersey with regards to both the national and international landscape. Students will discuss and analyze New Jersey's economy, contributions to society, and history that leads to New Jersey in the 21<sup>st</sup> century.

Moreover, students will also discuss and analyze citizenship and government at the local, state, and national levels. Students will examine and discuss the voting and electoral process and the roles of the citizen in such a process.

### Scope and Sequence

<i>Unit</i>	<i>Topic</i>	<i>Harcourt Units</i>
Unit 1	Regions of the United States	Unit 1: New Jersey's Land and Early People
Unit 2	Citizenship and Government	--
Unit 3	New Jersey Geography and Demographics	Unit 2: Exploration to Early Statehood
Unit 4	History of New Jersey	Unit 3: Progress as a State
Unit 5	New Jersey in the 21 <sup>st</sup> Century	Unit 4: New Jersey Today

### Resources

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

**Supplemental Resources:** Texts, primary and secondary resources, video clips, and websites

## UNIT 1: Regions of the United States

<b>Summary and Rationale</b>	
This unit will explore regions of the United States, with respect to landforms, geography, and climate. This unit will also explore the landforms, geography, and climate of New Jersey.	
<b>Recommended Pacing</b>	
September - November	
<b>State Standards</b>	
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.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.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Maps and other geographic tools can be used to discover and compare physical features and lifestyles of people in various locations.</li> <li>● Climate, landforms, and natural resources play a large role in the lifestyles, culture, and settlement of people of a particular area</li> <li>● All regions have a unique set of geographical and cultural characteristics that differentiate them from the other regions in the country</li> <li>● The geography, location and resources of a region make it a desirable place to settle</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why is location important?</li> <li>● How do maps help people find and learn about locations?</li> <li>● How does a geographic location impact a person’s lifestyle?</li> </ul>	

- What makes places unique and different?
- What changes have your families made if they came here from a different location?
- What defines a region?
- How do a region's geography, climate and natural resources affect the way people live and work

## Objectives

### Students will know:

- a. Five regions of the United States
- b. New Jersey's four regions, their main characteristics, and how they were formed
- c. New Jersey's 21 counties
- d. Geography and/or main physical features
- e. Natural resources and industry
- f. Key vocabulary within units (such as- compass rose, map key, symbol, scale, mountain, valley, river, gulf, etc.)
- g. Cardinal and intermediate directions
- h. Information that can be found in a map key and the purpose of a map scale
- i. Political and physical maps and specific information that can be found on each
- j. Location of New Jersey in comparison to other locations
- k. Culture and lifestyles are influenced by geographic location
- l. Physical features (such as; mountain, lake, river, valley, plateau, gulf, hills, ocean, etc.)
- m. Landforms and climate affect lifestyles
- n. Importance of recycling and conserving in order to protect environment
- o. Natural resources are specific to location and assist in settlement
- p. Availability of natural resources has large impact on lifestyles
- q. The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. **(Use resources with Hispanic/ Italian heritage month)**

### Students will be able to:

- r. Orient a map
- s. Use a grid system to locate places
- t. Identify and interpret map symbols
- u. Locate physical and political features
- v. Understand scales and projections
- w. Compare various maps
- x. Use maps to understand and explain historical and current events
- y. Understanding maps and globes
- z. Types of map projections
- aa. Reading Road Maps
- bb. Identifying major physical features
- cc. Creating and labeling maps
- dd. Tie into co curricular aspects such as literature and the arts
- ee. Distinguish between and describe various types of landforms
- ff. Describe how landforms, climate, and weather affect people and their lifestyles

- gg. Describe various local natural resources, how they impact local lifestyle, and what would happen without them
- hh. Realize the impact people have on the environment and develop a plan to protect environment and natural resources

## Resources

### *MISCELLANEOUS RESOURCES*

- 3D Interactive Globe - [3D Interactive Earth Globes \(echalk.co.uk\)](http://echalk.co.uk)
- US Map <https://mnrussbaum.com/united-states-interactive-map>
- Continents and Oceans - [continents-oceans\(superteacherworksheets.com\)](http://superteacherworksheets.com)
- NJ Maps [Map of New Jersey | State Map of USA | United States Maps \(unitedstatesmapz.com\)](http://unitedstatesmapz.com)
- Middlesex Map [Middlesex-County-Municipalities-Map.png \(1380x1497\)](http://Middlesex-County-Municipalities-Map.png)
- NJ Regions interactive - [Kate's NJ Regions \(thinglink.com\)](http://thinglink.com)

### *VIDEOS*

- Regions of the United States <https://youtu.be/deta5DscPS4>
- Virtual Tours <https://bestofnj.com/features/entertainment/the-best-virtual-tours-you-can-take-from-home/#VirtualTourNJ>

### *PROJECT IDEAS*

- Postcard Regions Project - [https://drive.google.com/file/d/1XtoyrWYA\\_yb\\_xQ4QSLdcANV0Lq-qk12C/view](https://drive.google.com/file/d/1XtoyrWYA_yb_xQ4QSLdcANV0Lq-qk12C/view)
- Map of your bedroom - [MAP OF YOUR BEDROOM](http://MAP-OF-YOUR-BEDROOM)
- Identity Portrait - [Identity Portraits](http://Identity-Portraits) | [Learning for Justice](http://Learning-for-Justice)
  - (Great for the beginning of the year, this project is titled “Identity Portraits”. The process of creating identity portraits teaches students to think deeply about identities, values, interests and beliefs, all central to the goals of anti-bias education. Students gain a better understanding of the diversity within their class and reflect on their own identities.)

### *CULTURAL/GLOBAL TIES*

- **Hispanic Heritage Month**
  - September 15 - October 15
  - PBS KIDS <https://fb.watch/v/7KYccH1mj/>
  - Danza! by Duncan Tonatiuh - YouTube Read Aloud: Danza by Duncan Tonatiuh
    - This book is about a girl named, Amalia Hernandez, who grows up to be a dancer that shares her dance and Hispanic culture with the world. We will learn how music and dance are ways that people can share their culture and history with the world.
    - Writing Response: What made Amalia like a general as her father was and a teacher as her mother was?
    - Writing Response: What other cultures express themselves through dance?
- Discuss family differences/ heritage: <https://www.learningforjustice.org/classroom-resources/lessons/what-is-a-family>
  - This allows for conversation about all families and cultures. In these discussions, chart the different cultures within the classroom

- Watch videos about hispanic culture/ Italian culture and see how others in the room can compare
- Weekly quotes from different Hispanic celebrities students may already know, and discuss the contributions of the person
- <https://www.lwtears.com/blog/celebrating-hispanic-heritage-month>
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- **Italian - American Heritage Month**
  - October
  - [ITALIAN-AMERICAN HERITAGE MONTH - October 2021 | National Today](#)
  - [Italy | Globe Trottin" Kids \(globetrottinkids.com\)](#)
  - NJ Italian-American Heritage Commission free lesson plans: [Elementary School Lesson Plans - NJ Italian Heritage Commission](#)
- Author Study: Geronimo Stilton
  - <https://www.njitalianheritage.org/wp-content/uploads/2019/10/3-GerominoStilton-L.pdf>
- History of Italian Americans
  - <https://www.pbs.org/show/italian-americans/>

## UNIT 2: Citizenship and Government

<b>Summary and Rationale</b>	
This unit will explore citizenship and government at the local, state, and national levels. Students will examine and discuss the voting and electoral process and the roles of the citizen in such a process.	
<b>Recommended Pacing</b>	
November	
<b>State Standards</b>	
6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPD.4	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers)
6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

### **Instructional Focus**

#### **Unit Enduring Understandings**

- Governments exist to provide order and services to a nation.
- People create governments to help control conflict and maintain order.
- Each government has its own unique power and structure.
- Forms of government can change over time.
- Conflict can change the way citizens act in a government.
- A written constitution sets forth the terms and limits of a government’s power.
- A democracy is a form of government that represents the people, protects rights, and helps determine the common good.
- Different political systems vary in their tolerance and encouragement of innovation and change.

#### **Unit Essential Questions**

- Why do we have rules and laws?
- Do we see rules and laws in different countries?
- To what extent should society control individuals?
- How do governments balance the rights of individuals with the common good?
- What should be the goals and responsibilities of government?
- How are the United States and New Jersey Governments organized and how do they communicate?
- How does the Constitution protect individual rights and limit the power of the government?
- What is freedom and is everyone entitled to it?

#### **Objectives**

##### **Students will know:**

- a. Structure and functions of local, state, and federal government, including legislative, executive, and judicial branches
- b. Steps in the process of how a bill becomes a law
- c. Voting and elections

##### **Students will be able to:**

- Explain the process of creating change at the local, state and national level

- Clarify the rights and personal/civic responsibilities of citizens
- Clarify the roles and responsibilities of the three branches of the national government
- Analyze how citizens (both individually and collectively) influence government policy
- Evaluate the checks and balances of power in the United States
- Identify ways in which media impacts democracy
- Comparing and contrasting a democracy government with other forms of government
- Analyze functional documents
- Interpret thematic maps and geographic representations to describe and compare spatial patterns and information about people, places, regions and environments
- Write opinion pieces on topics and texts; supporting a point of view with reasons and information

## Resources

### WEBSITES

- United States of America Government <http://www.usa.gov/>
- Our Government: The White House <http://www.whitehouse.gov/our-government>
- Government for Kids <http://kids.usa.gov/government/>
- Ben’s Guide to U.S. Government for Kids <http://bensguide.gpo.gov/>
- New Jersey Constitution <http://www.njleg.state.nj.us/lawsconstitution/constitution.asp>
- [US Government for Kids: How Voting Works \(ducksters.com\)](#)
- [American Government - Get Out the Vote, Fourth Grade Reading Passage \(readworks.org\)](#)
- *Different lessons, with picture books, discussing building strong communities:*  
<https://www.doinggoodtogether.org/bhf-book-lists/picture-books-about-citizenship>
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### VIDEOS

- BrainPOP: U.S. Constitution  
<http://www.brainpop.com/socialstudies/ushistory/usconstitution/preview.weml>
- BrainPOP: Branches of Government  
<http://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/>
- BrainPOP: Bill of Rights  
<http://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/preview.weml>
- BrainPOP: Political Parties  
<http://www.brainpop.com/socialstudies/usgovernmentandlaw/politicalparties/preview.weml>
- BrainPOP: Presidential Power  
<http://www.brainpop.com/socialstudies/usgovernmentandlaw/presidentialpower/preview.weml>
- BrainPOP: How a Bill Becomes a Law  
<http://www.brainpop.com/socialstudies/usgovernmentandlaw/howabillbecomesalaw/preview.weml>
- BrainPOP: Declaration of Independence  
<http://www.brainpop.com/socialstudies/ushistory/declarationofindependence/preview.weml>
- BrainPOP: Democracy <http://www.brainpop.com/socialstudies/worldhistory/democracy/preview.weml>



- BrainPOP: Political Party Origins

<http://www.brainpop.com/socialstudies/ushistory/politicalpartyorigins/preview.weml>

- *Different types of government in different countries/ inclusion of all (builds background knowledge)*

[https://www.youtube.com/watch?v=w\\_zlq1Ad0mg](https://www.youtube.com/watch?v=w_zlq1Ad0mg)

## UNIT 3: New Jersey Geography and Demographics / Early New Jersey History

### Summary and Rationale

This unit will explore the landforms, geography, and climate of New Jersey.

Students will also explore the following topics regarding New Jersey’s history:

- Native American tribes in New Jersey (Lenape)
- The colonization of New Jersey
- New Jersey’s role in the French and Indian War
- New Jersey’s role in the American Revolutionary War

### Recommended Pacing

November- January

### State Standards

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.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

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.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

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.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

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.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.

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

### **Instructional Focus**

#### **Unit Enduring Understandings**

- People leave their homelands and resettle elsewhere for many reasons.
- When groups settle in an area, they bring new ideas and ways of life.
- The arrival of new groups to an area can lead to conflict.
- Areas of settlements and culture were changed by European colonization.
- Timelines help discover dates, people, places, and can organize key information easily.
- Maps offer a visual representation of where people settled.
- The geography and climate of each colonial region play a major role in the different colonial lifestyles
- European control of colonies led to conflict and a fight for independence.
- The roots of American nationalism emerged in the 18th century.

#### **Unit Essential Questions**

- What causes people to migrate to new lands?
- What different perspectives were held regarding claim to land?
- How were colonies controlled?
- Who supported the American Revolution and why? Who opposed it and why?
- How were the ideas of “Liberty and Freedom” different for White Americans compared with those of Black Americans and Native Americans?\*

#### **Objectives**

##### **Students will know:**

- a. Effects on climate and agriculture
- b. Natural resources
- c. Bordering neighbors and physical features
- d. Lenape Indians as first inhabitants from Asia
- e. Lenape culture and heritage
- f. Early European explorers beginning in the 1400’s and resulting colonization
- g. New Jersey as an English colony
- h. French and Indian War

- i. Revolutionary War and independence from England
- j. New Jersey in the 1800's (Industrial Revolution, Civil War and Underground Railroad)

**Students will be able to:**

- k. Describe the natural features of New Jersey.
- l. Identify the physical characteristics of New Jersey's natural regions.
- m. Describe New Jersey's climate.
- n. Explain the difference between renewable and nonrenewable resources.
- o. Identify the climate and resources in New Jersey.
- p. Consider points of view of European explorers and Native Americans and differing perspectives in exploration, discovery, ownership, and caring for the land and animals.
- q. Compare and contrast natural resources used today and, in the past,
- r. Use evidence to support main ideas.
- s. Explain a representation of a Lenape village
- t. Analyze the importance of jobs and duties of Lenape people.
- u. Synthesize why Europeans chose to leave their home countries.
- v. Apply knowledge of European exploration to other voyages and discoveries
- w. Read and interpreting primary source documents about major events that led to or resulted from the French and Indian War
- x. Read and interpreting primary source documents about major events that led to or resulted from American Revolution
- y. Recognize different points of view about the American Revolution (patriots and loyalists)
- z. Explain how and why the American Revolution occurred.

## Resources

### **MISCELLANEOUS RESOURCES**

- Penn Treaty Museum: Leni Lenape <http://www.penntreatymuseum.org/americans.php>
- New Jersey's History <http://www.state.nj.us/state/historykids/NJHistoryKids.htm>
- Explorers <http://www.socialstudiesforkids.com/subjects/explorers.htm>
- Native American Interactive Websites: <http://interactivesites.weebly.com/native-americans.html>
- Explorer's Maps and Biographies <http://mnrussbaum.com/explorersflash/>
- Enchanted Learning Explorer Database <http://www.enchantedlearning.com/explorers/>
- All About Explorers \*FAKE website to teach credibility in Internet sources  
<http://allaboutexplorers.com/explorers/>
- *Native American children books:* <https://babylibrarians.com/10-ownvoices-native-american-childrens-books/>
- **Unit 2, Lesson 3**
  - [American Revolution \(padlet.com\)](http://padlet.com)
  - American Revolution Timeline of Events [History: American Revolutionary War Timeline \(ducksters.com\)](http://History: American Revolutionary War Timeline (ducksters.com))

- French and Indian War [French and Indian War - Kids | Britannica Kids | Homework Help](#)
- Colonial House <http://www.pbs.org/wnet/colonialhouse/index.html>
- Thirteen Colonies Interactive Map <http://mrnussbaum.com/13colonies1/13.swf>
- NJ Colony: <https://mrnussbaum.com/new-jersey-colony-reading-comprehension>
- **Unit 2, Lesson 4:**
  - Human Rights - [http://www.eycb.coe.int/compasito/chapter\\_6/1.html](http://www.eycb.coe.int/compasito/chapter_6/1.html)
  - What are human rights video - <https://www.youtube.com/watch?v=JpY9s1Agbsw>

### **VIDEOS**

- Virtual Trip to Waterloo Village: [Around and About New Jersey: The Lenape Indians - YouTube](#)

### **HOLIDAYS TO MENTION:**

- Martin Luther King’s birthday on January 15th \*
- Who is Dr. Martin Luther King? \*
  - <https://www.youtube.com/watch?v=p1dlQo3cVBI>
- Discuss Who he was, writing facts down. Open discussion about equality today. Do we feel racism still exists?
- International Holocaust Remembrance Day on January 27th \*\*\*
  - <https://www.youtube.com/watch?v=uzZtp7gnQjc>
- <https://www.pbs.org/newshour/classroom/2022/01/holocaust-day-of-remembrance-lesson-plans-and-activities/>
- <https://sharemylesson.com/teaching-resource/survivors-holocaust-educator-guide-313815>

## **UNIT 4: History of New Jersey**

### **Summary and Rationale**

Students will explore the following topics regarding New Jersey’s history:

- New Jersey during the Civil War
- Times of Growth (inventions and immigration)
- Challenging Times – The Great Depression, World War I, World War II and Black Wall Street

### **Recommended Pacing**

**February-May**

**State Standards**

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.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey
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.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated

**Instructional Focus**

**Unit Enduring Understandings**

**Students will understand that...**

- Primary source documents are original and serve as an impartial voice of history.
- Slavery was an institution that began as a source of labor.
- There was a belief that the white race was superior and that belief fed the longevity of slavery.
- The identification of the many injustices that the slaves endured leads to a better understanding of slavery.
- The movement to permanently end slavery forever changed history in the United States.

**Unit Essential Questions**

- What is equality? Why is it worth fighting for?
- How does economic growth provide opportunity?
- Were all races given the same opportunity?
- Why do people leave their homelands and move to new places?
- How do immigrants deal with the opportunities and challenges presented by their new country?
- How do immigrants contribute to a nation's identity?
- How does immigration create and change communities... and ultimately the nation?
- Why were African Americans more desirable as slaves than indentured servants or Native Americans?

- What tactics and strategies did the leaders of the abolitionist movement use to promote their cause?
- What types of support systems were in place for freed slaves in the United States?
- Why/how do discrimination, prejudice and racism arise and how can they be eliminated to create a nation of equality and justice for all?
- How do slave narratives compare and contrast with other works written about slavery from a non-slave perspective?

## Objectives

### Students will know:

- New Jersey in the 1800's (Industrial Revolution, Civil War and Underground Railroad)
- Inventors and their inventions (Thomas Edison, Lewis Latimer, etc.)
- The stock market crash and the Great Depression
- Black Wall Street
- New Jersey's role in World War I and World War II
- The growth of New Jersey's economy
- The Great Migration
- Life in the 20<sup>th</sup> century

### Students will be able to:

- Interpret the roles African Americans, enslaved and free; women, and American Indians played in the American Revolution.
- Cite textual and media evidence from multiple resources to characterize important qualities of American Revolution leaders
- Draw conclusions and inferences about various beliefs and views of both the proslavery and anti-slavery sides
- Determine the impact of the Underground Railroad
- Identify key women and men involved in the abolitionist and civil rights movements
- Recognize the economic aspects of the slavery issue
- Analyze how prejudice can lead to conflict and violation of rights
- Apply the principles enunciated in the Declaration of Independence to the issue of slavery
- Infer the residual effects of slavery
- Determine the direct effect slavery had on American social and political growth from the colonial period through the Civil War
- Discuss Thomas Edison and the impact of his inventions on life today.
- Discuss the experiences of immigrants at Ellis Island.
- Explain the value of preserving Ellis Island because of its importance to our national heritage.
- Explain how World War I and World War II affected people and industries in New Jersey.
- Describe the changes caused by the Great Depression and the New Deal.

## Resources

### *MISCELLANEOUS RESOURCES*

- **Lesson 1, Unit 3 Civil War/Slavery \***

- Learning for Justice student text sets:
  - [Frederick Douglass | Learning for Justice](#)
  - [Tomorrow Night | Learning for Justice](#)
  - [John Brown's Body | Learning for Justice](#)
  - [Death or Liberty | Learning for Justice](#)
  - [Freedom Riders | Learning for Justice](#)

- The ABC's of Black Wall Street by Claudia Walker

- A Promised Deferred by Tamecca Rogers

- Teaching With Documents: The Amistad Case  
<http://www.archives.gov/education/lessons/amistad/>
- Slavery and the Making of America <http://www.pbs.org/wnet/slavery/>
- Harriet Tubman Web Hunt: Leading the Way to Freedom  
[http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/harriet\\_tubman.htm](http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm)
- Compare Two Worlds: North vs. South 1861  
[http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/map.htm](http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm)
- The Underground Railroad Teacher's Guide <http://www.scholastic.com/teachers/lesson-plan/teacheractivity-guide-underground-railroad>
- Civil War Map <http://mrnussbaum.com/flash/newciv.swf>
- Civil War to Civil Rights Timeline <http://ngm.nationalgeographic.com/2012/05/civil-war-sketches/civilrights-timeline>
- Interactive Maps: The Civil War  
[http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/civil\\_war.swf](http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/civil_war.swf)
- Emancipation Proclamation Original Text and Analysis  
[http://www.archives.gov/exhibits/featured\\_documents/emancipation\\_proclamation/](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/)
- [History: American Civil War for Kids \(ducksters.com\)](http://www.ducksters.com/history/civil-war/)

- **Unit 3, Lesson 2 immigration**

- Meet Young immigrants: [Meet Young Immigrants | Scholastic.com](#)
- Chart to fill in after exploring Scholastic website:  
[https://www.learningforjustice.org/sites/default/files/general/TT\\_Kids%20Around%20the%20World%5B4%5D.pdf](https://www.learningforjustice.org/sites/default/files/general/TT_Kids%20Around%20the%20World%5B4%5D.pdf)
- Ellis Island: [WHAT WAS ELLIS ISLAND? - YouTube](#)
- [Welcome to Immigration \(scholastic.com\)](#) – 10 stops interactive tour!
  - For this activity, students will simply read and record what they learn about immigration in 3 sections: why did they move, what was the journey, and life afterwards.
- Immigration Data:  
[http://teacher.scholastic.com/activities/immigration/immigration\\_data/region.htm](http://teacher.scholastic.com/activities/immigration/immigration_data/region.htm)
  - Assign each student a region on the map, and have the group explore the tables, charts, and graphs associated with the region.
  - Writing Response: Why is it important to be respectful towards others? How does this create a peaceful community? Provide examples.

## **VIDEOS**

- A Virtual Voyage to Ellis Island: [Teachertube - A Virtual Voyage to Ellis Island - YouTube](#)
- Ringing the Justice Bell: [Ringing the Justice Bell | Women's Suffrage | Highlights - YouTube](#) (stop at 2:40)

## **CULTURAL/GLOBAL TIES**

- African-American History Month \*
  - PBS KIDS - <https://fb.watch/v/3xmfkaJ6w/>
  - MLK: [Teaching MLK With the Social Justice Standards | Learning for Justice](#)
  - [The Amistad Commission \(nj.gov\)](#)
  - [The Amistad Commission's Literacy Components for Primary Grades \(nj.gov\)](#)
  - Social Justice Picture Book Collection (has YouTube links): [Social Justice Picture Book Collection](#)
  - Epic Book Collection: [Black History Month Biographies Children's Book Collection | Discover Epic Children's Books, Audiobooks, Videos & More \(getepic.com\)](#)
  - Biographies of African American Achievers: [Biographies of African Americans \(ducksters.com\)](#)
- EID (Month of April) \* Exact date unknown currently \*\*
- Website: <https://ny.pbslearningmedia.org/resource/6360eb6f-1c86-4452-8b52-2d60cb00d269/eid-al-fitr-all-about-the-holidays/>
- <https://www.youtube.com/watch?v=6OF4HEGNBRQ>

## **PROJECTS**

- Exploring the 1920's to relive the Harlem Renaissance \*
- Have students watch videos about the time then pick a favorite artist from that time to create posters, or presentations about
- After learning about EID, \*\* have students work in groups to discuss similarities and differences in their culture. Have students create posters, individually or in a group showing what they discussed. Let students collaborate to see if they want to create a poster or presentation.



## UNIT 5: New Jersey and America in the 21<sup>st</sup> Century

<b>Summary and Rationale</b>	
<p>This unit will examine the role of New Jersey with regards to both the national and international landscape. Students will discuss and analyze New Jersey’s economy, contributions to society, and history that leads to New Jersey in the 21<sup>st</sup> century.</p>	
<b>Recommended Pacing</b>	
May - June	
<b>State Standards</b>	
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.2:	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
6.1.5.CivicsPI.3:	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.5.CivicsPI.4:	Describe the services our government provides the people in the community, state and across the United States
6.1.5.CivicsPI.5:	Explain how the government functions at the local, county, and state level.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• New Jersey has played an important role in the technological innovations that have fostered economic change.</li> <li>• Advancements in science and technology can have unintended consequences.</li> <li>• Creativity and innovations have led to improvements in lifestyle, access to information and the creation of new products.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How did the location and resources of New Jersey affect its economic development?</li> <li>• What makes New Jersey unique?</li> <li>• What are the qualities of the entrepreneurs in a capitalistic society?</li> <li>• How has specialization played a role in the production and exchange of goods and services?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <p style="margin-left: 20px;">a. New Jersey in the 21<sup>st</sup> century as it relates to:</p> <ul style="list-style-type: none"> <li>• Geographic location</li> <li>• Economic perspective</li> <li>• Historical perspective and contributions</li> <li>• New Jersey’s involvement in current events</li> <li>• New Jersey’s economy</li> <li>• State and Local Government</li> </ul>	

b. Impact from New Jersey as it relates to:

- inventions
- economy
- immigration

**Students will be able to:**

- Describe how transportation, industry and inventions changed the economy of New Jersey.
- Discuss the immigrants and migrants who became New Jersey's workers.
- Discuss ways citizens influence public policy on equal rights.
- Describe recent challenges for people in New Jersey.
- Discuss significant contributions of people who have lived in New Jersey.

## Resources

### *CULTURAL/GLOBAL TIES*

- Asian American and Pacific Islander Heritage Month \*\*
  - [Asian Pacific American Heritage Month 2021 \(asianpacificheritage.gov\)](http://asianpacificheritage.gov)
  - [Places - Asian American and Pacific Islander Heritage \(U.S. National Park Service\) \(nps.gov\)](http://nps.gov)
  - Book lists and meet the authors: [Celebrating Asian Pacific American Heritage | Coloring Colorado \(colorincolorado.org\)](http://colorincolorado.org)
  - <https://www.youtube.com/watch?v=gIRKycF1wCI>
  - <https://www.youtube.com/watch?v=LEx1MYxM0nI>
  - Study the different Asian countries and have students create a travel brochure of a place they would like to visit
  - After studying different Asian countries, celebrate and end with different food tastings from Asian countries
- Jewish American Heritage Month \*\*\*
  - [Jewish American Heritage Month 2021 - For Teachers \(jewishheritagemonth.gov\)](http://jewishheritagemonth.gov)
  - Book list: [Jewish American Heritage Month | Diverse Book Finder](http://diversebookfinder.com)
  - <https://www.youtube.com/watch?v=Ea1QTArnUNc>
- Juneteenth \*
  - <https://www.youtube.com/watch?v=2IAhTCPN4zc> (PBS video)
  - [https://www.youtube.com/watch?v=Vi\\_mia6H3kA](https://www.youtube.com/watch?v=Vi_mia6H3kA) (read aloud)
  - <https://www.youtube.com/watch?v=lot-h-UH9Mw> (History for children)
  - <https://homeschoolsuperfreak.com/juneteenth-for-kids/> (Ideas to do with students)

\*AMISTAD

\*\*AAPI

\*\*\*Holocaust