Unit 2: First People of New Jersey

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 4**
Length: **4 Weeks**
Status: **Published**

Unit Overview

Who were the first people to live in this state? Why did they come here? What do we know about their ways of life? What other people made the journey to New Jersey? In this unit, students will start to understand and learn about New Jersey's history, starting with its first inhabitants. They will find out about the Native Americans who were the first people to live in the land we now call New Jersey.

Standards

SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.4	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.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
SOC.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
SOC.6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

Essential Questions

- 1. How does the phrase, “waste not, want not” describe the Lenape?
- 2. What impact on New Jersey did the Lenape leave?
- 3. How did the Lenape and Colonial New Jersey individuals use compromise in a positive manner?

Application of Knowledge and Skills...

Students will know that...

- 1. Students will know about life in a Lenape Village - roles of men, women, and children and how the dynamics of the social life shaped New Jersey.
- 2. Students will know about travel in Native New Jersey and how Native Americans and Colonial individuals got around using horseback, walking trails, and the river system.
- 3. Students will know Native American vocabulary and definitions.
- 4. Students will know about Lenape history, legends, and traditions and how their tales were infused into modern-day tales in New Jersey life.

Students will be able to...

- A. Compare and contrast the roles of boys and girls in Native American culture.
- B. Use creative skills to re-create Lenape Indian living conditions and homes.
- C. Evaluate the Lenape traditions and legends and compare them to other traditions.
- D. Identify Native American vocabulary words and be able to define them.
- E. Outline the different modes/uses of transportation in New Jersey.

Assessments

- Diagnostic: Lenape Picture and Learning Prompts - Students will listen to audio and visual representations of Lenape culture and language. They will compare answers during a think, pair, share session.
- Formative: Lenape Written Test - A test on the Lenape Indians, their lives, how they differ from modern culture with specific emphasis paid to traditions, resources, vocabulary, and comparing and contrasting roles of men and women in Lenape tribes.
- Summative: Lenape Resource Report - A report on a natural resource found in New Jersey and how

the Native American tribe, the Lenape, used this resource and how the resource inpacted their lives and tribe. Descriptive vocabulary and pictures should also be included.

- Summative: Lenape vs Colonist - An essay describing the life of a Lenape or Colonist on the land, how they would interact, and why they should or should not share the land.
- Summative: Wigwam Foldable - A foldable of a Lenape Wigwam. The Wigwam will describe the way the Native American tribe lived in New Jersey, with emphasis placed on details such as living conditions, food sources, and cooking materials.

Activities

- 1. Lenape Picture Prompts: Students will listen to Lenape Language and look at pictures of the Lenape way of life. They will guess about what they think each snippet of language picture is and compare answers in a Think, Pair, Share activity.
- 10. Modern New Jersey Venn Diagram: A graphic organizer that helps students deliniate the differences and similarties between the old and new ways of life in New Jersey.
- 11. Traditions and Legends Packet: A series of handouts and readings about different legends of the Lenape. Students will read this in reading groups and dicuss their legend. They will then come up with a Book Cover design about their respective legend.
- 12. Lenape Indian Test Study Guide
- 13. Lenape Indian Test
- 2. Native American Vocabulary Journal: Students will recieve a handout detailing important vocabulary. They will look up definitions in small groups and come up with sentences that use the word in the proper context.
- 3. Family Strength Article: A "TIME for Kids" article about the life of Lenape Indians. Students will read the article and write an open ended response about living as one of the tribe.
- 4. Lenape Wigwam Foldable: Students will make a tri-fold and will draw a Wigwam in great detail, such as the fur for the door, no windows, and dried food inside the house.
- 5. Lenape Dinner Role Play: Students create a skit of a modern family dinner and a typical Lenape family (use dialogue/conversation, vocabulary words, real Lenape language words). Students will compare and contrast the differences.
- 6. Lenape Life Video: A question and answer sheet about the daily lives of men and women in a Lenape camp.
- 7. Point of View Written Assignment: Individually or with partners, students should discuss the village of the Lenape and how they share their land. They will then be assigned a European colonist or Native American and write about why they should share land with each other.
- 8. Lenape Resource Report: A written report about one of the many resources the Lenape used. Students will write a one to twopage report about a natural resource and its uses by the Native American tribe in New Jersey.
- 9. Legacy/Footsteps Reading: A sample reading about trails and roads in New Jersey.

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**
  - Activity choice
  - Personally meaningful activities

- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities
- Response options

- **General modifications based on instructional presentation may include:**

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Preteaching or reviewing strategies
- Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- rubrics and checklists
- peer reviews and coaching

- **General modifications based on classroom organization may include:**

- Cooperative learning groups
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
- Prompt-cue
- Gesture-signal
- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

- Extended time
- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Provide a list of Lenape words and listen to audio from the website of the Lenape language- words such as good morning, sleep, home, etc
- Allow students to use the Internet to find pictures for the Wigwam foldable. More advanced students will also make a second foldable of another Native American group and compare and contrast the ways of living.
- Provide detailed notes, study guides, and modified tests for learners with organizational disabilities.
- Students may work in groups, pairs or individually on the Family Role Play skit.

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: Native American, Lenape, wigwam

Content specific modifications to extend learning for gifted students may include:

- Allow students to use the Internet to find pictures for the Wigwam foldable. More advanced students will also make a second foldable of another Native American group and compare and contrast the ways of living.
- Students may work in groups, pairs or individually on the Family Role Play skit.

Integrated/Cross-Disciplinary Instruction

- Math connection to Natural Resource report. Students can look up numbers of animals, plants, and other resources that were available in the Lenape Indian time and compare them with numbers of these items today. Evaluate what impact industrialization has had on prices and products in New Jersey.

Resources

- Legends and Traditions Reading Assessments
- Lenape Life DVD and Video Packet
- Lenape Trails Video
- Our New Jersey textbook - Macmillan/McGraw Hill
- Teacher-made handouts, worksheets and activities.

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting

	with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.