Unit 3: Colonial New Jersey

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 8**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In the year 1492, three small ships sailed across the Atlantic Ocean from Europe to the Americas. After this journey, life would never be the same for Europeans or for Native Americans. With the incoming of new people to the United States, the Native Americans made uneasy pacts with the new settlers. The contact of these two groups helped the United States grow to what it is today, and it also gave New Jersey its name. Students will research these two essential groups and learn about the early, uneasy alliances that were forged during this time and how they shaped New Jersey for the future.

Standards

SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
SOC.6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
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.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
SOC.6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

SOC.6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Essential Questions

- 1. Why do people judge other people?
- 2. In what ways did Europeans and Native Americans learn from one another?
- 3. Is colonization fair to all parties involved?
- 4. How did geography play a role in colonization?

Application of Knowledge and Skills...

Students will know that...

- 1. Students will know about the Early European Settlements, such as Princeton and other cities, and how the uneasy first years had an impact on the development of New Jersey.
- 2. Students will know about the New Netherlands and other First Settlements in New Jersey. Students will also know about the way these places traded with each other and the importance of merchant trading in the first few years of colonization.
- 3. Students will know about English New Jersey andhow it is different from other areas of New Jersey.
- 4. Students will know about colonial vocabulary, individuals, and events that helped to shape and develop New Jersey in a positive light.

Students will be able to...

- A. Define and identify key vocabulary words, such as immigration, colonization, exploration, navigation and others, of the Colonial New Jersey era.
- B. Compare and contrast how the Lenape and Colonists lived using T-Charts and Venn Diagrams.
- C. Identify key points on a timeline of New Jerseys' History.
- D. Argue and debate in small groups which group of colonists had a larger impact on New Jersey.

Assessments

- Diagnostic: Colonial New Jersey Pre Test - A pre-assessment on New Jersey during the colonial times, with emphasis on the different groups living and coming to New Jersey.
- Summative: Colonial New Jersey Test - A test on Colonial New Jersey and the groups that helped define New Jersey.
- Summative: Colonial New Jersey Timeline - A time line of events from the Colonial New Jersey period. Students will place focus on specific events and when groups came to colonize New Jersey.
- Summative: Dutch Historical Menu - Groups of students will create a historically accurate Dutch menu for Colonial New Jersey, which includes food, drinks, and desserts.

Activities

- 1. Colonial New Jersey Pre-test: A pre-assessment on New Jersey during the colonial times, with emphasis on the different groups living and coming to New Jersey.
- 10. Dutch Historical Food Menu: Groups of students will create a historically accurate Dutch menu for Colonial New Jersey, which includes food, drinks, and desserts.
- 11. Colonial Vocabulary Review: Worksheets on essential vocabulary from the Colonization period of New Jersey.
- 12. Colonial New Jersey Test Study Guide
- 13. Colonial New Jersey Test
- 2. Explorer Routes Map: An overhead map with detailed routes of the explorers to New Jersey.
- 3. Explorers Writing Prompt: Students writeas if they were in the shoes of an explorer and answer questions on who and what they would bring on a trip.
- 4. Latitude/Longitude Assessment: A reading packet about how to read the globe.
- 5. Dutch Trading Game: A game to help students understand the importance of trade and what was being trading. Trading Cards and rules are teacher made.
- 6. Hudson Travel Reading: A reading from Henry Hudson and his voyages.
- 7. Sarah Kiersted Word Web: Student-generated word web to describe the actions of Sarah Kiersted.
- 8. Colonial New Jersey Time Line: A time line of events from the Colonial New Jersey period. Students will place focus on specific events and when groups came to colonize New Jersey.
- 9. East vs. West: A detailed map handout chronicling the division of New Jersey in both population, crops, and trading but also how people lived their lives.

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 detailed notes, study guides, and modified tests with students with organizational limitations.

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: immigration, colonization, exploration, navigation

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

- students will research how the names of the explorers are still used today. They will create picture posters about how the names are used today

Integrated/Cross-Disciplinary Instruction

- Language Arts connection to Dutch words. Many Dutch words are still used today. Research and write a paragraph using words that are Dutch and used in America.
- Math connection to Trading Game. Students will break down how much items cost today and how much items cost back in the Colonial Times.

Resources

- Our New Jersey textbook - Macmillan/McGraw Hill
- Sarah Kiersted Biography
- Teacher-made handouts, worksheets and activities.

21st Century Skills

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.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.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.