Unit 6: New Jersey Comes of Age

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 20**
Length: **4 Weeks**
Status: **Published**

Unit Overview

The 1900's brought the promise of greater freedom and opportunity to more people in New Jersey. Women won the right to vote after years of struggle. The protest of factory workers brought about better working conditions. African Americans gained better jobs and a fairer system of education. In the past few years, New Jerseyans have made improvements to the state and are working to solve the problems of tomorrow. In this unit, students will read and learn about how New Jersey and its population dealt with large events, such as World Wars and the Great Depression, the response that New Jersey had to the Holocaust, and how New Jersey is moving forward in the 21st century to try to improve the world around it.

Standards

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.13	Describe the process by which immigrants become United States citizens.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
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.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.8	Compare ways people choose to use and distribute natural resources.
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.5	Explain the role of specialization in the production and exchange of goods and services.
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.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.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
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 war change a country?
- 2. Why is there hate in the world?
- 3. How has New Jersey shaped world events?

Application of Knowledge and Skills...

Students will know that...

- 1. Students will know about New Jersey at War: World War I and World War II and the great individuals who served in the military for the United States during these wars. They will also know the background of each of the wars and outcomes of both.
- 2. Students will know about the Great Depression in New Jersey during the 1930's and 1940's. They will also know how the New Deal prompted an exit from the norm and how New Jersey individuals played a role in increasing the economic stability of the time period.
- 3. Students will know about how New Jersey dealt with the Holocaust and how they dealt with the survivors and familes of survivors after the horrors of World War II.

Students will be able to...

- A. Identify key New Jerseyans who played a role in the Great Depression and two World Wars.
- B. Outline key events in the two World Wars.
- C. Compare and contrast how people dealt with the Great Depression.
- D. Evaluate how some people responded personally to the Holocaust.

Assessments

- Diagnostic: Holocaust Pre Assessment - A pre-test to determine how much knowledge students have on the Holocaust and the history surrounding it.
- Sumamtive New Jersey Historical Benchmark Final - A benchmark about the history, economy, societies, and population of New Jersey throughout the 17th, 18th, 19th, 20th, and 21st centuries.
- Summative: Twenty and Ten Chart - A student-made chart polling a local population about what they would do to help individuals in need. The students will also include their reaction to the book and what they would do if they were in the shoes of the protagonist.

Activities

- 1. Holocaust Pre-assessment: A pre-test to determine how much knowledge students have on the Holocaust and the history surrounding it.

- 2. Great Depression Picture Prompts: Picture prompts of the Great Depression devastation. Students write responses to the pictures and think, pair, share their answers.
- 3. World War I and II Timelines: Event timelines with individual people, countries, alliances, and events placed in order to help determine and link the two wars together.
- 4. World War Map Packet: A series of handouts on the World Wars and the battle on the home front.
- 5. Twenty and Ten Holocaust Novel Reading: A novel about Holocaust sympathizers and their fight to free individuals. Students will read the novel in class and complete narrative question worksheets.
- 6. Twenty and Ten Chart and Review: A student-made chart polling a local population about what the subjects would do to help individuals in need. The students will also include their reaction to the book and what they would do if they were in the shoes of the protagonist.
- 7. New Jersey History Benchmark Final Study Guide
- 8. New Jersey History Benchmark Final

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
- Students will be provided with a completed study guides, modified assignments, and detailed notes.
- Timelines can be broken down into completed segments. These groups can role play or act out the events on their section of the time line for World War I or World War II.
- Have students pair up when reading Twenty and Ten. Have one student keep a log of words that are difficult to understand and have the other look them up to help define them.

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: Great depression, economy, war, holocaust, genocide

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

Integrated/Cross-Disciplinary Instruction

- Visual Arts connection to the Holocaust. Students can watch "Paperclips" to visually see the damage that the Holocaust caused.

Resources

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

- Twenty and Ten by Claire Huchet Bishop

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.