# Unit 5: A Growing State

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 16**
Length: **4 Weeks**
Status: **Published**

## Unit Overview

The young state of New Jersey faced many challenges in the 1800's. Growing cities and industries brought about great change. New forms of transportation helped the state keep up with these changes. People in this state disagreed about slavery and the Civil War, and when New Jerseyans were called to fight, many of them went bravely into battle. This unit discusses the changes to New Jersey and how the state responded to them. Students will read and learn about the individuals and inventions that helped to bring New Jersey in the modern age and helped the state grow to its full potential.

## Standards

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| SOC.6.1.4.A.2 | Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. |
| 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.A.11 | Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. |
| 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.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.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.8 | Compare ways people choose to use and distribute natural resources. |
| 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.9 | Compare and contrast how the availability of resources affects people across the world differently. |
| SOC.6.1.4.D.9 | Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. |
| 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.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.

## Essential Questions

- 1. How do minority groups impact New Jersey?
- 2. How did New Jersey change in the 1800's?
- 3. Why do people come to America?
- 4. What role did New Jersey have in the Civil War?

## Application of Knowledge and Skills...

## Students will know that...

- 1. Students will know about the changes in industry and how they affected New Jersey domestically and abroad.
- 2. Students will know about New Jerseys' role in the Civil War and how individuals of New Jersey helped the war effort.
- 3. Students will know about different inventors and inventions that came from New Jersey and how they had an impact on the United States of America.
- 4. Students will know about the immigration policies of New Jersey and the United States and how these policies shaped the stories and lives of new immigrants in both Ellis Island and Angel Island.

## Students will be able to...

- A. Identify key factors relative to the conditions of factory workers in the 1800's.
- B. Compare and contrast the different sides of the Civil War and their reasons for fighting the war.
- C. Evaluate the new inventions in transportation and discuss and debate the impact of the Industrial Revolution.
- D. Assess and rate key New Jerseyans in the 21st Century.

## Assessments

- Diagnostic: Famous New Jerseyians - A pre-assessment on famous New Jerseyans from the 19th, 20th, and 21st centuries. Students will try to match up what these individuals did with their pictures.
- Formative: My New Jersey Report - A student-created Glogster about what New Jersey means to them. Students should focus on the jobs/businesses their families work for, where they visit in the summer, sports and entertainers from the state, and issues that are affecting New Jersey now.
- Formative: New Jersey Test - A test on the historical, economical, and societal events, people, and vocabulary that ushered New Jersey out of the 18th century and into the 21st century. Emphasis is placed on the Industrial Revolution, the Civil War, and Immigration.

- Summative: Modern Inventions - "Time for Kids" article about modern inventions/robots. Students will make predictions about the article. Students will draw a pre- picture, and then after they read, they will draw a second picture of what they learned.

## Activities

- 1. Famous New Jerseyans Picture Pre-Quiz: A pre-assessment on famous New Jerseyans from the 19th, 20th, and 21st centuries. Students will try to match up the accomplishments with the individuals.
- 10. My New Jersey Report: A student created Glogster about what New Jersey means to them. Students should focus on the jobs/businesses their families work for, where they visit in the summer, sports and entertainers from the state, and issues that are affecting New Jersey now.
- 11. New Jersey Growing State Test Study Guide
- 12. New Jersey Growing State Test
- 2. Newark Factory Graphs: Bar Graphs about products made in Newark, New Jersey. Open-ended question about the importance of farming and factory towns.
- 3. Vocabulary Word Flash Cards: A series of student-created flash cards with pictures of the vocabulary from Industrial Revolution.
- 4. Roads Venn Diagram: Picture prompts that compare and contrast roads in New Jersey from the 1800's to today.
- 5. Modern Inventions: "Time for Kids" article about modern inventions/robots. Students will predict what the article will be about. Students will draw a pre-picture and then after they read, they will draw a second picture of what they learned.
- 6. Immigration Listening Activity: Students will listen to immigrants re-tell their stories as they came to America. Students will compose a list of five questions to ask the immigrants about their journey.
- 7. Immigration Role Play: An interactive role play that has students re-enacting Ellis Island and Angel Island and how the lives of Immigrints have changed as they came to America.
- 8. Lucy Stone Reading Packet: A series of readings and questions about Lucy Stone and her work with womens rights and public schools.
- 9. Civil War Newspaper Writing: A faux newspaper report about Civil War divisions in the state of 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
- For the My New Jersey Report, students may visually represent their items instead of writing a written report. This will help aid some students who thrive on visual learning.
- Provide study guides, completed notes, and modified tests for students who need it.

**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:

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

## Integrated/Cross-Disciplinary Instruction

- Language Arts Connection to Word Webs. Students will create Graffiti word webs to help describe the changes that are going on in New Jersey at the time.
- Math connection to New Jersey Economy. Students will research the most productive crops in New Jersey and calculate how much they sell for based on how much is grown.

## Resources

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

## 21st Century Skills

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| 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.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. |