

# Unit 4: Uncovering New Jersey

Content Area: **Social Studies**  
Course(s):  
Time Period: **Trimester 3**  
Length: **2 Months**  
Status: **Published**

## Brief Summary of Unit

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Students will uncover New Jersey by exploring our government, economics, and geography that relate the past to the present. Additionally, they'll discover New Jersey's role as a major manufacturing and agricultural state, while revealing the role of tourism in New Jersey's economy.

## Standards

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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.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
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.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
SOC.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

## Transfer

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## Essential Questions

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- • How does technological change influence people's lives?
- • Why is "where" important?
- How does technological change influence society?
- How does technological change influence the economy and commerce?

## Essential Understandings

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- • advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- • creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- • creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products
- • economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- • humans settled New Jersey and impacted culture and the environment in our state
- • the basic economic implications of entrepreneurship, industrialization, and technology and communication advanced New Jersey.

## Students Will Know

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- • the four major regions of New Jersey and the natural forces that helped shape the land.
- • the impact of transportation on New Jersey's economy
- • the changes in communication technology and their effects on society.
- • the economic and geographic features of the four major regions of New Jersey.
- • the inventions and achievements of New Jersey citizens and their societal contributions.
- • the qualities and contributions of entrepreneurs in New Jersey's society.
- • the roles of manufacturing, farming and tourism in New Jersey.

## Students Will Be Skilled At

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## Evidence/Performance Tasks

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- • assume different roles for the New Jersey Play. Create "cake" for your assigned county. Add edible toppings that represent their county.
- • create a Poster or Certificate honoring famous inventor from New Jersey.
- • create an original state seal of New Jersey. Write a summary explaining what it represents.
- • pretend to be a non-biased newspaper reporter and write a cover story of the newest invention and the possible effects on society.
- • write a "How to" poem on a famous invention, describing its use and effect on society.
- • write New Jersey Shape Poems.

## Learning Plan

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- • Create an invention of YOUR OWN. Sketch, Summary, and Prototype (working or not working). Extend: Perform in a commercial with your working or non-working invention. Tell what it is, how it works, and how it WILL make life easier. Use your persuasive VOICE. Utilize D.R.A.P.E.S while writing your persuasive advertising piece. Immerse students in GOOD persuasive writing prior to their pre-write. Have them Notice and Name what belongs in a GOOD advertisement. Allow THEM to create a rubric/checklist for future grading.
- • D.R.A.P.E.S (Dialogue, Rhetorical question, Analogy, Personal Experience, Examples, and Statistics). See Nancie Atwell Students' Samples for models of good writing.
  - <http://www.state.nj.us/transportation/gis/index.htm>
  - [http://www.state.nj.us/hangout\\_nj/assignment\\_symbols.html](http://www.state.nj.us/hangout_nj/assignment_symbols.html)
  - [http://www.netstate.com/states/geography/nj\\_geography.htm](http://www.netstate.com/states/geography/nj_geography.htm)
  - [http://www.netstate.com/states/quiz/nj\\_quiz.htm](http://www.netstate.com/states/quiz/nj_quiz.htm)
  - <http://climate.rutgers.edu/stateclim/njclimoverview.html>
  - <http://www.americasroof.com/nj.shtml>
  - <http://govinfo.kerr.orst.edu/gif/states/nj.gif>
  - <http://www.state.nj.us/travel/regions.htm>
  - <http://www.state.nj.us/njfacts/bug.htm>
- • Divide students into groups. Assign each group member a number (Jigsaw). Have each group then split up into sub-groups using that assigned number. Investigate one of the following: New Jersey State Seal, Tree, Bird, Motto, Constitution, Flower, etc. Become experts, and then report back to your group with a full report of your findings. Write a Newspaper article of your data.
- • Research a New Jersey county, its history and resources. Create Trading Cards for New Jersey. (optional: Game Board-Trivia or NJopoly).
- • Research an inventor/invention; sketch, recreate, write and act out commercial telling what it is, does, and how it made life easier.
- • Web Quest on Inventions. Be an Invention Detective. Locate invention; tell what it is, how it works, and how it WILL make life easier.

## Materials

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- • From Sea to Shining Sea- New Jersey By: Dennis Brindell Fradin, Children's Press, Chicago, 1993.
- • New Jersey Yesterday and Today By Elaine Fay, Silver, Burdett and Ginn Inc. 1987.

## Suggested Strategies for Modifications

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- • Allow students choice of genre for written outcomes (poem, multi-genre presentation, technology such as Photo Story by Microsoft).
- • Break assignments down to aid in organization and focusing on task at hand.
- • Incorporate Technology where applicable.
- • Pair lower-level students with a buddy.
- • Provide higher level student(s) with opportunity for enrichment (CHALLENGE BY CHOICE).
- • Refer to any special education students IEP/504 plans for modifications to be made to this lesson.