Unit Two: Music History of New Jersey and Final Project

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **4 weeks**
Status: **Published**

Summary

This course examines the history of American music through pivotal moments in the nation's cultural, political, and social development, emphasizing the relationship between musical expression and the historical contexts in which it emerged. Students will study the ways in which historical events, social movements, technological change, and shifting cultural identities shaped the evolution of major musical traditions, including folk, blues, jazz, rock, and hip-hop. Through critical analysis of musical works and their historical contexts, the course explores how music both reflects and influences American society, serving as a lens through which to understand broader developments in US history and culture.

This unit is part of the larger aforementioned course sequence and specifically focuses on the Music of New Jersey and a culmination of course learning where students will examine artists that were/are from New Jersey -or- New Jersey played a significant role in their careers. Students will identify the differing styles of music and wide range of artists that New Jersey has produced over the course of the 20th and 21st centuries. Students will research one artist or group and put together a portfolio on the artist/group, including what their influences were and how their sound developed. This portfolio will serve as a scaffolded learning process for them to later complete the final project on an artist of their choosing. By the end of this unit, students will be able to identify famous artists/groups from New Jersey and analyze their sound, research their backgrounds, and discuss what influenced them to make music in their unique way. Students will then take these skills and complete a final project which will include the same principles as the New Jersey research project, but also include a playlist of the artists' influences.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

Revision Date: August 2026

Standards

6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.

6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,

concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language

evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a)

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred

whenever and wherever it happens.

This unit includes instructional materials that highlight the history and contributions of Hispanics and Latinos in accordance with the New Jersey Student Learning Standards in Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

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Essential Questions

Essential Questions:

- To what extent is New Jersey a “cultural petri dish” for new and unique music?
- To what extent has New Jersey’s geographic location, regional identity and/or historical significance played a role in the volume of artists it has produced over the 20th century?

Enduring Understandings:

- New Jersey’s unique location and diverse population has helped produce artists that have left a major impact on American music
- American music has been dramatically shaped by the diversity of the United States; modern artists that students’ listen to are subject to the same influences and historical context of the time period they’re creating music in

Objectives

Students will know:

- Terms, concepts and individuals (including but not limited to): New Jersey based artists such as: Paul Robeson, Bruce Springsteen, Whitney Houston, Nina Simone, Yo La Tengo, Blondie, The Misfits, My Chemical Romance, Frankie Vallie, Frank Sinatra, Lauryn Hill, Kool & the Gang, Naughty by Nature,

Redman, Queen Latifah, Wyclef Jean, Bon Jovi, The Bouncing Souls, Saves the Day, etc.

- New Jersey's diversity has shaped its status a pioneer in music
- Geographic location such as proximity to major cities, New York and Philadelphia has contributed to the rise of New Jersey's music production
- Their current favorite artists have been shaped by the long history of American music that has its origins dating far back to our colonial origins

Students will be skilled at:

- Active listening to music to identify such things as rhythm, beats, recording styles
- Researching and coding information related to historical time periods and artists
- Using the internet including to find music
- Creating playlists that represent musical styles, genres, or time periods
- Discussing the relationship between historical time periods and musical genres and styles
- Discussing key differences between music and speculating about the magnitude of different influences
- Contextualizing historical time periods to better understand music/genres
- Explaining how complex issues, such as race, class and gender, shaped music
- Understanding how major world events can shape the creation of music
- Working independently, as well as collaboratively, on projects
- Writing responses to open ended questions
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Establishing cause and effect relationships between events and time periods (this includes both short and long term factors to be explained in connection to the topic).
- Consolidating research into a comprehensive and digestible format for purposes of dissemination
- Orally presenting research findings both in small and large group format

Learning Plan

This unit plan includes but is not limited to:

This unit will focus on music in New Jersey and a final project. Students will research New Jersey-based artists -or artists whose careers started in New Jersey. Students will have to choose an artist/band and determine where they are from, what historical context surrounds their creation and how it influenced their music. Finally, students will put together a list of their influences. Students can choose off a provided list or pick their own artist/group provided it matches the criteria for a New Jersey artist.

→ Asbury Park: Students will watch the documentary Asbury Park: Riot, Redemption and Rock 'n' Roll in order to understand Asbury Park's connection to the music industry and its segregated past. Students will complete a handout on the film to gain an understanding of the varied development of music in Asbury Park and the historical context surrounding that.

→ Paul Robeson's New Jersey: Students will use the music of Paul Robeson, starting with his rendition of Old Man River and the context behind the musical Showboat to understand why the song became so iconic for him and how it helped shape his later music career. Students will then read about Robeson and the Second Red Scare including the testimony of Jackie Robinson denouncing Robeson to Congress and ultimately the US government's decision to take away his passport and destroy his career. Students use their knowledge of both music during the Civil Rights Movement and the PRMC arguments of the 1980s to debate what say, if any, the government should have in the music industry?

→ New Jersey Grab Bag: Students will be randomly assigned a New Jersey musician or artist and complete a portfolio on them using Google Slides (or another presentation method pending approval). Students will explore "their" New Jersey and how the time and place of the musician affected their art and who they became.

Final Project: Students will pick an artist of their choosing and are tasked with creating their own definitive playlist of American music based on the artist's influence and combined with explanations of how the historical context played a relevant role in their musical choices.

Assessments

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips

- Class Activities
- Playlist creation
- Contextualization Activity
- Active listening activities as a group
- Individual listening

Summative Assessments:

- New Jersey Grab Bag
- Portfolio Project

Benchmark Assessments:

Small group Check-ins (Students will be assigned to “check-in” groups. Check-in groups will meet to go over what they are discovering and learning as well as any challenges they are facing. This is an opportunity for them to seek advice from, and give advice to, their peers. They will also have brief assigned check-ins with the teacher for which they need to come prepared with a completed “check-in slip”.

Alternative Assessments:

- Individual essays on artists and history, case studies

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

- Music and albums of New Jersey based artists
- Eddie and the Cruisers (film)
- Deliver Me from Nowhere (film)
- Asbury Park: Riot, Redemption and Rock ‘n’ Roll (film)

- https://teachrock.org/lesson/part-3-asbury-park-from-the-1970s-to-today/

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Prompt student use of highlighter for close reading and annotation strategies
- Bold terms in directions
- Read texts aloud for students to assist in comprehension and analysis
- Provide opportunities for text-to-speech for written responses.
- Use visual presentations of all materials and instructions.
- Include graphic organizers for writing.