

# Grade 4: Unit 2 - New Jersey's First People

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **Week**  
Length: **6 weeks**  
Status: **Published**

## Unit Overview

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In this unit, students will learn why people leave their homelands and resettle elsewhere bringing new ideas and beliefs which sometimes can cause conflict.

## Transfer

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- Apply various comprehension strategies to connect and make meaning with text
- Cite text evidence from the text to support meaning
- Transfer vocabulary acquisition usage across content
- Use text features (maps, diagrams, headings, tabs, etc.) to interpret text

## Meaning

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## Understandings

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Students will demonstrate the following understandings:

- that past historical events have shaped our culture
- that it is important to respect the cultures of others even when they are different than your own. (**New Jersey Amistad Commission- See Resources**)
- that customs, traditions and holiday observances shape our culture

## Essential Questions

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What causes people to migrate to new lands?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- the historical contributions that have shaped the culture of New Jersey and the United States
- why people migrate to new lands
- how do people from different cultures come together to create new communities

### **Students will be skilled at...**

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Students will be skilled at...

- tracing New Jersey's first people
- identifying different cultures and how they effect New Jersey today

## **Academic Vocabulary**

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- slavery
- culture
- stereotyping
- prejudice
- traditions
- discrimination
- migrate
- settlement
- legacy
- timelines

## Learning Goals

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Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.D	History, Culture, and Perspectives
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
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.13	Describe how culture is expressed through and influenced by the behavior of people.
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.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

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### Target 1 Lesson 1

SWBAT:

Describe reasons people migrate to new lands and how those different cultures are manifested in different

regions of New Jersey

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### **Target 2 lesson 2**

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SWBAT:

Summarize and evaluate the effects of immigration to the United States, in particular it's effect on New Jersey

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### **Target 3 lesson 3**

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SWBAT:

Describe and explain how different cultures come together to settle conflicts over beliefs

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### **Summative Assessment**

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All assessments are differentiated and aligned to social studies standards and curriculum. Alternate assessments may include projects or presentations and/or a unit assessment/test.

Teacher made tests

COMMON SUMMATIVE ASSESSMENTS (TAKEN ON LINKIT!)

Assessment 2: Chapter 2

## **Proficiency Scale**

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### **Formative Assessment and Performance Opportunities**

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Pearson Realize Chapter 2 Assessments

Form A

Form B

- academic games
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- peer assessment
- Project
- questioning
- Quiz
- quizlet
- research project
- self assessment
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

### **Accommodations and Modifications**

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Content Accomodation:

Ready, Set, Teach Podcast- Chapter 2: Early Peoples

Chapter 2 Leveled Readers:

Abigail Adams: First Lady

Abigail Adams: From the Revolution to the White House

Abigail Adams: Advocate for Women

ELL Accomodation:

Pearson MyWorld Online Spanish Student Edition

- additional practice/remediation
- cross-curricular extension activities
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments
- student generated research projects

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.CRP2	Apply appropriate academic and technical skills.
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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

## Unit Resources

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### Pearson MyWorld: New Jersey Digital Text

- Digital resources: myStory Book, myWorld Activity
- Online websites
- Videos (online or DVD)
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Interactive White Board; Listening Centers; Scanners; Student Laptops; Student Response Systems

#### Digital Resources:

1. NJ Amistad Curriculum - Unit Seven: <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>
2. New Jersey Lessons - Listing of classroom lessons for K-12: <http://civiced.rutgers.edu/njlessons.html>

## Interdisciplinary Connections

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### Wonders Unit 4 week 1

### Wonders Unit 4 week 2

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.