

3: Hubble Bubble, Jersey's in Trouble

Content Area: **History**
Course(s):
Time Period: **Marking Period 2**
Length: **5 Weeks**
Status: **Published**

Unit 3: Hubble Bubble, Jersey's In Trouble

Standards

SOC.6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Learning Objectives

- Analyze primary sources pertaining to the sightings of the Jersey Devil
- Analyze the roots of the Jersey Devil legend and its evolution over the centuries.
- Analyze the significance and context surrounding the conflict between West Jersey Vs. East Jersey
- AWBAT evaluate a cultural retelling of the Jersey Devil story based on what we have learned in class
- Compare and contrast the Salem Witch Trials to NJ's own witch hysteria
- Compare and contrast the story of The Jersey Devil to other examples of folklore.
- Create their own creative interpretations of the Jersey Devil story
- Understand the beliefs of the Quakers and what role they played not only in NJ & the greater region, but the story in of the U.S as a whole

Disciplinary Practices

- Developing Claims and Using Evidence - Developing claims requires careful consideration of evidence,

logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- **Developing Questions and Planning Inquiry** - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- **Seeking Diverse Perspectives** - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Accommodations & Modifications

Instruction/Materials

- "Necessary Assignments Only"
- Alter format of materials (type/highlight, etc.)
- Eliminate answers
- Extended time
- Large print
- Modified quiz
- Modified test/Project
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- Other (specify in plans)
- Provide assistance & cues for transitions
- Provide daily assignment list
- Read class materials orally
- Reduce work load
- Shorten assignments
- Study guide/outline
- Utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment

- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Assessment Procedure

- "Agree, Disagree" prompts
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Graphic Organizer
- Guided Notes
- Journal/Reflection
- Kahoot
- Mentimeter
- Peer Review
- Performance/Presentation
- Problem Correction
- Project
- Quiz
- Teacher-Collected Data
- Test
- Worksheet

Instructional Tasks/Activities

- Compare & Contrast
- Conferencing
- Debates
- Field Trip/Reflection
- Jigsaw
- Peer Partner Learning
- Primary Source Analysis
- Problem Solving

- Project Work
- Song Analysis
- Stations
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Recommended Technology Activities

- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Kahoot!
- MagicSchool AI
- Mentimeter
- Other-Specified in Lesson
- Quiziz
- Screencastify

Resources

- “New Jersey Firsts: The Famous, Infamous, and Quirky of the Garden State”- Harry Armstrong & Tom Wilk
- "Ghosts of the Garden State" series- Lynda Lee Macken
- "New Jersey Native Peoples"- Mark Stewart
- "Stories of New Jersey"- Frank R. Stockton
- “13th Child, Legend of the Jersey Devil Volume 1”- James F. McCloy, Ray Miller Jr.
- “Hidden History of New Jersey”- Bilby, Madden, & Ziegler
- “New Jersey Women’s Heritage Trail”-NPS
- “Place Names of the Jersey Shore: Why Did They Name it That? (Southern Edition)”- Lee Ireland
- “Tales of New Jersey”- New Jersey Bell Telephone Company
- “The Folklore and Folklife of New Jersey”-David Steven Cohen
- “The Hard-To-Believe-But-True! Book of New Jersey History, Mystery, Trivia, Legend, Lore, & More!”- Carole Marsh
- “The Secret History of the Jersey Devil: How Quakers, Hucksters, and Benjamin Franklin Created a Monster”- Brian Regal & Frank J. Esposito
- Forgotten History (NJ) Podcast
- Internet Research

- Primary Source Documents
- Teacher-Created Notes & Resources
- The New Jersey History Podcast
- Weird NJ Website

State Mandated Topics

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	<p>Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p>
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	<p>A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p>
Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a	<p>Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.</p>

