

6- Growing Pains: NJ from 1880-1950

Content Area: **History**
Course(s):
Time Period: **Marking Period 3**
Length: **6 Weeks**
Status: **Published**

Unit 6-Growing Pains: NJ from 1880-1950

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.

Learning Objectives

- Analyze culturally significant places & structures of the time period
- Analyze examples of conflict between nativists and immigrants
- Analyze famous New Jerseyans of the time
- Analyze NJ-specific events that took place during the time period
- Understand how immigration led to the rise of reactionary movements such as the Ku Klux Klan & how that influenced NJ culture
- Understand how the greater culture of the Gilded Age affected NJ society
- Understand the role NJ played during WW1
- Understand the role NJ played during WW2
- Understand why NJ was such a significant point for immigrants and the legacy of said significance today

Standards

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.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
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.
SOC.6.1.12.HistoryCC.6.a	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e., Paterson Silk Strike) and the United States during this period.
SOC.6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
SOC.6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
SOC.6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
SOC.6.1.12.EconET.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
SOC.6.1.12.HistoryCA.11.a	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
SOC.6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Accommodations & Modifications

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

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

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
- Video Questions

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
- "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
- Forgotten History (NJ) Podcast
- Internet Research
- NJ.Gov Topical Guide/History Resource
- Primary Source Documents
- Streaming Service (Ie Kanopy)
- Teacher-Created Notes & Resources
- The New Jersey History Podcast
- Weird NJ Website
- YouTube

State Mandated Topics

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	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.
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

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.

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.