

# Grade 4 Unit 3: New Jersey - Geography, European Settlement, Cultural Conflicts and Diversity, Industry, State Government

Content Area: **Social Studies**  
Course(s): **Social Studies Grade 4**  
Time Period: **MP4**  
Length: **45**  
Status: **Published**

## NJSLS - Social Studies

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SOC.6.1.5.GeoPP.2	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.6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

## Rationale & Transfer Goals

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This unit will focus on gaining understanding of their state of New Jersey. Students will learn that New Jersey is in the Northeast region of the United States and is made up of many landforms (mountains, plains, rivers). Students will learn about New Jersey's economy and how it created and provides goods, services, jobs and a variety of industries. This unit will explain how European Migration (New Jersey) caused conflict with Native Americans. Students will also gain knowledge of the events that helped to shape the culture of New Jersey. New Jersey is a culturally diverse state with its own state level government and its citizens have rights and responsibilities to their local, state, and national government.

## Enduring Understandings

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- New Jersey is a vital part to the development of the United States.
- New Jersey has unique landforms and climate.
- New Jersey has natural resources and industries that impact the United States.
- New Jersey is a culturally diverse state.

## Essential Questions

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- How is New Jersey an economically interdependent important state?
- What important conflicts and prominent people helped shape New Jersey?
- How do landforms, climate, and weather impact the people, industry and the culture of New Jersey?

### **Content - What students will know**

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- What are some of the major cities in New Jersey?
- Who were the first settlers in New Jersey?
- Why did the early settlers and native Americans experience conflict?
- How did New Jersey create its state level government?
- What are some of New Jersey's important inventions, industries, and landmarks?
- What impact did slavery have on the State of New Jersey?
- What are some of the cultural influences that Native Americans had on the state of New Jersey?

### **Skills - What students will be able to do**

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- Explain why state government is important to New Jersey.
- Identify New Jersey and the Northeast region on the map.
- Identify key inventors and key industries from New Jersey.
- Compare and contrast the various cultures that contribute to the greatness of New Jersey

### **Instructional Activities - How we teach content and skills**

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- Read Alouds
- Shared Reading
- Role Play
- Small Group/Individual Projects

### **Evidence/Assessment - How we know students have learned**

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- Teacher Observation
- Student Participation
- Interactive Notebook
- Exit Tickets

- Projects
- Unit Assessments

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
Understanding Earth Day, Pollution, Recycling	Understanding Earth Day, Pollution, Recycling	Interdisciplinary activities through specials classes
Cultural Celebrations and Holidays (Mothers/Fathers Day, Cinco de Mayo)	Holiday Celebrations	Assemblies
Character Education With Social Worker	Character Education	Small Group Projects
Cub's Pride Refresher	College and Career Readiness Rush	Read Aloud/Shared Reading
College and Career Readiness Rush	Cook-Off	Character Education With Social Worker
Holiday Cook-Off with Classroom	Using map skills	Review maps (symbols, keys, geographic regions)
Locating areas on a map		

### **Key Resources**

- Social Studies Alive
- Interactive Notebooks
- Other Print Resources (ie... Scholastic/Storyworks, National Geographic)
- Digital Resources: (ie...Brainpop, Learn 360, Discovery Education, Bookflix,)
- Technology Resources: (ie... Digital/Flip Cameras, Smart Boards, Laptops, iPods, Listening Centers, Computer Centers)
- Second Step

### **21st Century Life & Careers**

certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

## **Career Readiness, Life Literacies, & Key Skills**

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TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## **Interdisciplinary Connections**

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LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.